

IMPORTANCE OF ENHANCEMENT OF CREATION TEXT VIA CLUSTER INTEGRATION APPROACH IN TERMS OF LITERACY

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ABSTRACT

This article is about development of student's oral performance and written performance via cluster integration approach in education of literacy. The scholar further characterized the individuals with these personality types as follows. The introverts tend to be taciturn, private and prefer more listening to others rather than expressing their thoughts. Meanwhile, he noticed the strong relation between the learners' outgoing and sociable personality (extroversion) and the successful French language acquisition.

KEYWORDS: *Creation Of Text, Written Performance, State Language, Oral Performance, Integration, Competence, Cluster.*

INTRODUCTION

It is inevitably to acknowledge that individuals are distinctive with their own attitudes, behaviors, preferences and motivation which are essential to develop their personality traits. Stemming from this fact, researchers on the field initialize their research studies to gather deeper understandings and data about the learner differences that are the key influential factors to be successful in the acquisition of the second language. Accordingly, the introvert and extrovert personality types are characterized with their either negative or appreciably positive impact of these on the development of language competences. Regarding the factual findings, there is a close relation between the extrovert personality and efficient language attainment (Pritchard, 1952; Chastain, 1975; Rossier, 1976; Tucker et al., 1976; Cathcart et al., 1979), and this correlation is also feasible in the area of academic achievements of learners (Arnold & Brown, 1999, p. 11; Alavinia&Hassanlou, 2014).

Although in the research area there are various profoundly significant points associated with influence of personality types on learners' successful language acquisition, still it is considered as the poorly investigated research focus needs further analysis. In this regard, the present paper targets to make analysis of diverse related literatures in the field to identify the role of personality types in the second language acquisition.

The concepts of "introversion" and "extroversion" were initially proposed and used by Jung at the beginning of the 20th century to describe the distinctiveness between those personality traits which differs significantly in the qualities namely, sociability, talkativeness, active (extroversion), and reserved personality traits (introversion). The scholar further characterized

the individuals with these personality types as follows. The introverts tend to be taciturn, private and prefer more listening to others rather than expressing their thoughts. They are advantaged to possess innate and high cognitive abilities allow them to comprehend the certain topic in a deeper manner and bring with more rational and thoughtful ideas. However, as for the extroverts, they thrive in oral interaction which assists them to develop the verbal communication in more proficient manner and achieve improved speaking competence (Ellis, 2008). Similarly, Arnold and Brown (1999) highlight that comparing to introverts, learners with extrovert personality are more capable of achieve more proficient level of language proficiency.

According to Lightbown and Spada (2006), the language instructors consider that extrovert learners with sociable, outgoing and talkative personality demonstrate relatively high level of engagement in communicate activities in the target language due to their passion to seek opportunities to build more interactions. These interactional opportunities do not only guarantee the improved speaking competence but also lead to successfully develop the other language skills.

Concerning the factual results of the previous researches, there is a close association between the sociable and outgoing personality and the acquisition of the second language. To analyze the practicality of these theories, Pritchard (1952) chose 33 learners who were involved in acquisition of French but their first language was English. According to his study, there was selected the observation method to investigate how much learners were engaged in learning French, how voluntarily they interacted with others and showed friendly attitude towards other participants. Meanwhile, he noticed the strong relation between the learners' outgoing and sociable personality (extroversion) and the successful French language acquisition. Similar findings were gathered in another research study conducted by Chastain (1976) according to which there was selected, mainly, young learners who were passionate to learn the German, French and Spanish languages. Not interestingly, during this study, researchers acknowledged that individuals' personality traits noticeably influenced the development of their second language in the classroom setting.

Tucker, Hamayan and Genesee (1976) ensure that learners with extrovert personality demonstrated better results in the speaking part of the final exam conducted to assess their French language proficiency in contrast their introvert counterparts. However, as for the study administrated by Alavinia and Sameei (2012), the listening scores of introverts were considerably higher than extroverts. Accordingly, based on these studies, it is vitally noticeable that learners with extrovert personality can exceed learners with introversion in terms of achieving adequate level of speaking competence owing to their initiative to communicate in a more frequent manner. When it comes to introverts, their increased level of cognitive abilities derived from their more involvement of listening rather than speaking gives various privileges to them to develop their critical thinking skills.

The other advantage that introverts possess is that they tend to grasp and use new grammar and syntax structures through acquiring these with their receptive skills. In this regard, Tucker et al., (1976) emphasized on the importance of extrovert personality for late-learners of the second language since they are relatively vulnerable to grasp the language structures though they are capable of mastering good command of foreign language. However, the learners with introvert

personality do not need to early language exposure to achieve high proficiency of receptive skills due to their inborn abilities to perform good results in those skills.

Cathcart, Strong and Wong-Fillmore (1979) conducted a study with several learners who were from either kindergarten or primary school. The participants of the study were not only observed during their in-class performance but also out-of class environment to achieve valid and reliable results of the study. In accordance with the factuality of the data, it is feasible that early foreign or second language learners need extrovert personality to improve their language skills with the help of the scaffolding by either their peers or teachers which can be performed, mainly, when they interact more with others or build their communication. Besides since young learners profoundly acquire the language through drilling and rote-learning, they have to produce more oral performance which can assist the development of their language competences (Rossier, 1976).

CONCLUSION

To conclude, although the focus of the present research paper is poorly investigated with not adequate and reliable data findings, relying on the results of the previous studies, it can be acknowledged that there is a close link between learners' personality types and their language performances or academic achievements. In this regards, the learner differences are one of the key element of how learners achieve certain language proficiency.

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