

THE INFLUENCE OF LEARNING STYLES ON SECOND LANGUAGE ACQUISITION

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ВЛИЯНИЕ СТИЛЕЙ ОБУЧЕНИЯ НА ОСВОЕНИЕ ВТОРОГО ЯЗЫКА

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TA'LIM USHLUBLARINING CHET TILINI O'RGANISHGA TA'SIRI

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Abstract. This article delves into the importance of learning styles in the acquisition of a second language (L2), focusing on how individual preferences shape the strategies learners utilize to develop new language skills. Drawing upon cognitive learning theory, it examines various learning style models and their relationship with language learning strategies. The article emphasizes that effective learners adapt their strategies to align with their preferred learning styles, specific tasks, and personal goals.

Keywords: Learning styles; second language acquisition, language learning strategies, cognitive approach, individual differences, learner-centered instruction, educational psychology.

Аннотация. В этой статье рассматривается важность стилей обучения при освоении второго языка (L2), особое внимание уделяется тому, как индивидуальные предпочтения формируют стратегии, которые учащиеся используют для развития новых языковых навыков. Опираясь на теорию когнитивного обучения, она рассматривает различные модели стилей обучения и их связь со стратегиями изучения языка. В статье подчеркивается, что эффективные учащиеся адаптируют свои стратегии в соответствии со своими предпочтительными стилями обучения, конкретными задачами и личными целями.

Ключевые слова: Стили обучения, освоение второго языка, стратегии изучения языка, когнитивный подход, индивидуальные различия, обучение, ориентированное на учащегося, педагогическая психология.

Annotatsiya: Ushbu maqola ikkinchi tilni (L2) o'zlashtirishda o'rganish uslublarining ahamiyatini o'rganadi va o'quvchilarning yangi til ko'nikmalarini rivojlantirish uchun foydalanadigan strategiyalarni individual imtiyozlar qanday shakllantirishiga e'tibor qaratadi. Kognitiv ta'lim nazariyasiga asoslanib, u turli xil o'rganish uslublari modellarini va ularning til o'rganish strategiyalari bilan aloqasini o'rganadi. Maqolada ta'kidlanganidek, samarali o'quvchilar o'z strategiyalarini afzal ko'rgan ta'lim uslublari, aniq vazifalari va shaxsiy maqsadlariga moslashtirishlari mumkin.

Kalit so'zlar: O'rganish uslublari, ikkinchi tilni o'zlashtirish, til o'rganish strategiyalari, kognitiv yondashuv, individual farqlar, o'quvchiga yo'naltirilgan ta'lim, ta'lim psixologiyasi.

INTRODUCTION (ВВЕДЕНИЕ/KIRISH).

In our increasingly interconnected world, proficiency in multiple languages is highly valued in both social and professional contexts. As the significance of second language (L2) learning grows, researchers and educators are striving to comprehend the factors that affect how individuals acquire a new language. Among

these factors, learning styles and strategies have garnered significant attention. Learning styles refer to the preferred methods through which individuals absorb, process, and retain information, while language learning strategies are the specific techniques that learners employ to facilitate their language



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acquisition. Both elements are crucial in determining learners' success in second language contexts.

MATERIALS AND METHODS (ЛИТЕРАТУРА И МЕТОД/ADABIYOTLAR TAHLILI VA METODLAR). Learning styles are characterized as consistent patterns of response to stimuli in a learning context (Keefe, 1979). They are influenced by cognitive, emotional, and physiological factors, which serve as stable indicators of how learners perceive and engage with their learning environment [2].

Language learning strategies are intentional behaviors or techniques that learners utilize to aid their language acquisition. According to Oxford (1990), these strategies assist learners in effectively acquiring, storing, retrieving, and utilizing information. Rigney (1978) similarly defined strategies as operations employed by learners to facilitate the acquisition, retention, retrieval, and application of information.

Language learning strategies can be grouped into several key categories, each serving a distinct function in the acquisition process. Cognitive strategies involve direct manipulation of the language, such as summarizing information, making deductions, and translating between languages. These strategies help learners process and internalize new linguistic input. Metacognitive strategies focus on higher-level thinking skills, enabling learners to plan their study activities, monitor their progress, and evaluate the effectiveness of their learning methods. Affective strategies are aimed at managing emotions, maintaining motivation, and cultivating positive attitudes toward language learning, which can significantly influence overall success. Finally, social strategies involve engaging with others—asking questions, seeking clarification, or working collaboratively with peers—to enhance communicative competence and gain deeper understanding. Together, these strategies provide learners with a comprehensive toolkit for effective and autonomous language learning [1].

The adaptability of these strategies is particularly relevant in second language learning, allowing learners to modify their approaches based on the task, type of language input, and their learning preferences. Research indicates that successful learners tend to use strategies that align with their learning styles, objectives, and stages of learning.

DISCUSSION/ОБСУЖДЕНИЕ/МУХОКА

MA While learning styles represent the “how” of learning, strategies signify the “what” or “which methods” learners employ. The intersection of these two components is essential. Oxford and Crookall (1989) noted that learners achieve the best results when their strategies align with their preferred learning styles. For instance, a kinesthetic learner may gravitate towards role-playing or physical movement to practice language structures, whereas a verbal learner might engage more with reading and writing tasks. When strategies are compatible with individual preferences, learners are more likely to stay motivated, effectively retain information, and apply their knowledge in practical situations. Conversely, a disconnect between teaching methods and learning styles can result in diminished engagement and lower achievement. Thus, educators face the challenge of designing instruction that accommodates various styles and encourages learners to broaden their strategic toolkits [3].

The cognitive approach to learning provides a key theoretical framework for understanding learning styles and strategies. This theory views learning as an active mental process involving attention, memory, and reasoning. It recognizes that individual differences—such as cognitive abilities, learning preferences, prior knowledge, and motivation—significantly impact learning outcomes (Loo, 2004). The cognitive approach supports the notion that learners process information differently. Some may favor logical reasoning, while others might benefit from imagery or personal associations [4].

Extensive research highlights the impact of learning styles and strategies on language learning success. Oxford (1989) and Skehan (1989) reviewed numerous studies linking appropriate strategy use to language achievement. Findings indicate that high-achieving students typically employ a broader variety and frequency of strategies, often influenced by their learning styles. Brown, Bransford, Ferrara, and Campione (1983) extended this research beyond language learning, showing that learners aware of their learning preferences and strategic choices tend to be more effective and independent. Furthermore, empirical studies suggest that training students in strategy use and helping them understand their learning styles can enhance motivation and lead to improved outcomes. For instance, when students are

taught to use mind maps, summarization techniques, or cooperative learning methods that align with their styles, their engagement and retention often increase.

RESULTS (РЕЗУЛЬТАТЫ/NAIJALAR).

Recognizing the significance of learning styles and strategies has important implications for language educators:

Diagnostic Assessment: Teachers can utilize surveys, learning style inventories, or informal observations to identify students' preferred styles and strategy use. **Strategy Training:** Providing explicit instruction in learning strategies can empower learners to take charge of their education. This training should be integrated into regular classroom activities. **Flexible Instructional Design:** Educators should aim to create lessons that incorporate visual, auditory, kinesthetic, and interactive elements to accommodate diverse learning preferences.

Encouraging Strategic Awareness: Learners benefit from reflecting on their learning processes. Teachers can facilitate this through think-alouds, journals, or self-assessment tools.

Individualization and Differentiation: Acknowledging that learners differ in how they absorb and process information, differentiated instruction should be a foundational aspect of language teaching methodology [5].

While recognizing learning styles and strategies can enhance second language acquisition, several challenges hinder their effective implementation. One major concern is the overemphasis on rigid learning style classifications, which can lead to stereotyping and reduce learners' flexibility in adapting to various learning contexts. Additionally, research findings on the effectiveness of learning styles remain inconsistent; some studies report mixed or inconclusive results, casting doubt on their predictive power. Practical limitations also play a role—factors such as large class sizes, limited teaching resources, and strict curriculum requirements make it difficult for educators to tailor instruction to individual learners. Moreover, some students may resist trying new or unfamiliar strategies, especially when they do not fully grasp the potential benefits. These challenges highlight the need for a balanced, flexible approach when incorporating learning styles into language education. Despite these challenges, the potential for enhanced learning outcomes makes it worthwhile for

educators to thoughtfully and flexibly incorporate learning styles and strategies into their teaching practices [3].

CONCLUSION (ЗАКЛЮЧЕНИЕ/XULOSA). The role of learning styles in second language acquisition is multifaceted and crucial. As discussed, effective language learning involves a dynamic inter-play between individual preferences, strategic choices, and instructional methods. By recognizing and supporting the diversity of learning styles among students, educators can create more inclusive, engaging, and effective language learning environments. Drawing on cognitive theory and a substantial body of empirical research, it is clear that aligning teaching practices with learners' styles and promoting adaptive strategy use can lead to greater success in language acquisition. Ultimately, a learner-centered approach that respects individual differences and encourages strategic autonomy holds the most promise for language education in the contemporary era.

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