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Annotatsiya

Mazkur maqolada talabaga yo'naltirilgan ta'lim tizimida Mayers–Briggs tipologiyasining (MBTI) ikkinchi tilni o'zlashtirish jarayonidagi o'rni tahlil qilinadi. Tadqiqotda MBTI tipologiyasining ekstraversiya/introversiya (E/I), sezgi/intuitsiya (S/N), tafakkur/hissiyot (T/F) va hukm qilish/idrok etish (J/P) kabi dixotomik o'qlari asosida o'quvchilarning kognitiv, psixologik va kommunikativ xususiyatlari o'rganiladi. Shuningdek, turli shaxs tiplariga mansub o'quvchilarning til o'rganish uslublari, motivatsiyasi va kommunikativ faoliyatidagi farqlar tahlil qilinadi. Tadqiqot natijalari MBTI qat'iy belgilovchi vosita emasligini, balki tabaqalashtirilgan va shaxsga yo'naltirilgan ta'limni tashkil etishda dinamik diagnostik asos sifatida qo'llanishi mumkinligini ko'rsatadi. Maqolada MBTI tipologiyasidan foydalanish orqali o'quvchilarning individual ehtiyojlari va o'quv uslublarini hisobga olgan holda samarali ta'lim strategiyalarini ishlab chiqish imkoniyatlari yoritilgan.

. D O L W V i k i n i D u o'zlashtirish, talabaga yo'naltirilgan ta'lim, MBTI, shaxs tipologiyasi, tabaqalashtirilgan pedagogika, o'quvchi mustaqilligi.

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: g g h l Z p b y

В данной статье анализируется роль типологии Майерс–Бриггс (MBTI) в процессе овладения вторым языком в условиях личностно-ориентированного образования. Исследование рассматривает когнитивные, психологические и коммуникативные особенности учащихся на основе дихотомических шкал MBTI: экстраверсия/интроверсия (E/I), сенсорика/интуиция (S/N), мышление/чувство (T/F) и суждение/восприятие (J/P). Особое внимание уделяется различиям в стилях обучения, мотивации и коммуникативной активности учащихся, принадлежащих к различным типам личности. Результаты исследования показывают, что MBTI не является инструментом жёсткой классификации, а может использоваться как динамическая диагностическая основа для организации дифференцированного и личностно-ориентированного обучения. В статье также рассматриваются возможности разработки эффективных образовательных стратегий с учётом индивидуальных особенностей и предпочтений обучающихся.

D e x q _ \ u _ k e o l a z o'zlashtirish, talabaga yo'naltirilgan ta'lim, MBTI, shaxs tipologiyasi, tabaqalashtirilgan pedagogika, o'quvchi mustaqilligi.

REDEFINING STUDENT-CENTERED PEDAGOGY: INTEGRATING THE MYERS-BRIGGS TYPE INDICATOR (MBTI) IN SECOND LANGUAGE ACQUISITION

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Abstract

This article examines the role of the Myers–Briggs Type Indicator (MBTI) in second language acquisition within a student-centered educational framework. The study explores learners' cognitive, psychological, and communicative characteristics through the four MBTI dichotomies: Extraversion/Introversion (E/I),

Sensing/Intuition (S/N), Thinking/Feeling (T/F), and Judging/Perceiving (J/P). Particular attention is given to differences in learning styles, motivation, and communicative behavior among learners with different personality types. The findings suggest that MBTI should not be viewed as a rigid classificatory tool but rather as a dynamic diagnostic framework that can support differentiated and learner-centered instruction. The article further highlights the potential of MBTI-informed approaches for designing effective teaching strategies that accommodate learners' individual preferences and educational needs.

Keywords: second language acquisition, student-centered learning, MBTI, personality typology, differentiated pedagogy, learner autonomy.

Recent decades have witnessed a profound paradigm shift in second language (L2) pedagogy, transitioning from traditional teacher-led instruction to student-centered frameworks. While half a century ago classrooms prioritized the instructor as the primary epistemic authority, contemporary methodologies emphasize minimized teacher-talk time (TTT) to foster learner autonomy. This transition from passive, lecture-based environments—where students primarily engaged in rote note-taking—to highly interactive settings necessitates a fundamentally different cognitive and interpersonal skill set. This shift is predominantly driven by advancements in second language acquisition (SLA) theory and the ubiquity of multimedia educational technologies. Although literature frequently commends student-centered learning for developing collaborative competencies, the uncritical adoption of this pedagogical extreme introduces systemic challenges. Specifically, pedagogical friction occurs because learners possess heterogeneous cognitive strategies, communication profiles, and participation preferences, all of which are mediated by stable personality traits.

Consequently, optimizing L2 outcomes requires educators to possess a nuanced understanding of psychological typologies to cultivate inclusive, differentiated learning environments. While frameworks such as the Big Five or traditional temperament models are informative, the Myers-Briggs Type Indicator (MBTI)—developed by Isabel Briggs Myers and Katharine Cook Briggs based on Jungian analytical psychology—provides a sophisticated, multidimensional taxonomy. Categorizing individuals into 16 distinct personality phenotypes across four psychological axes, the MBTI offers an empirical basis for balancing learner autonomy with structured pedagogical guidance.

Literature Review

Extant literature confirms that personality dimensions significantly modulate language learning trajectories. Zhou (2023) demonstrated that introverted learners exhibit superior performance in autonomous, individualized tasks, whereas extraverted counterparts thrive in collaborative, communicative frameworks. Similarly, Cain (2012) noted that quiet learners frequently demonstrate high proficiency in asynchronous, written literacy but experience heightened cognitive load during real-time verbal production. Expanding on these foundational concepts, recent empirical evidence by Jiang (2024) confirms that specific personality configurations across the E/I and J/P dimensions establish critical correlations with the velocity of L2 vocabulary acquisition and baseline literacy development. Despite the widespread diagnostic application of the MBTI in organizational psychology, its systemic integration within student-centered SLA contexts remains under-researched. As emphasized by Gu and Sharil (2023), the complex and fluid nature of the L2 acquisition process implies that standardized, non-differentiated interventions inevitably fail to meet the idiosyncratic needs of diverse learner cohorts. This critical gap underscores the necessity of aligning pedagogical interventions with validated psychological typologies.

To evaluate how learner typology influences academic preferences, the structural dimensions of the MBTI require operational definition. The instrument operationalizes personality along four dichotomous axes: Extraversion (E) vs. Introversion (I), Sensing (S) vs. Intuition (N), Thinking (T) vs. Feeling (F), and Judging (J) vs. Perceiving (P). Extraverted individuals derive cognitive energy from external social stimuli and collaborative engagement, whereas introverted individuals prioritize internal reflection and solitude as their primary cognitive

resource. The Sensing–Intuition axis determines information-processing modalities: intuitive learners (N) utilize top-down macro-comprehension, focusing on conceptual synthesis, whereas sensing learners (S) rely on bottom-up processing, prioritizing concrete, granular details. The Thinking–Feeling dichotomy reflects decision-making mechanisms, where thinkers (T) prioritize logical empiricism and objective data, while feelers (F) prioritize interpersonal harmony and affective alignment. Finally, the Judging–Perceiving continuum dictates organizational preferences; judging types (J) require highly structured, predictable environments with explicit rule sets, whereas perceiving types (P) exhibit cognitive flexibility and adaptability to evolving tasks.

Analysis of Pedagogical Interactions

Although student-centered methodologies are vital for language internalization, their efficacy is contingent upon individual learner profiles. Empirical data from Zhou (2023) indicates that introverted and extraverted tendencies dictate L2 listening strategies; extraverted students employ socio-affective methodologies involving overt communication, whereas introverted students optimize comprehension through isolated cognitive processing. Consequently, extreme student-centered environments may counterproductively increase affective filters for introverted cohorts. Furthermore, unstructured student-centered classrooms pose structural management issues, particularly disadvantaging learners with a distinct Judging (J) preference who depend on explicit syllabi. Resistance to cooperative learning often stems from prior socialization in competitive, grade-centric educational cultures. This requires instructors to explicitly articulate the metacognitive benefits of collaborative tasks, utilizing formative feedback loops to adapt instruction. Such resistance is particularly pronounced among ENTJ, ESTJ, and INTJ phenotypes, who demonstrate a predisposition toward competitive individual achievement over group consensus.

Strategic Pedagogical Recommendations

These typological disparities necessitate a departure from homogenized instructional design toward differentiated pedagogy. To design effective student-centered curricula, educators must systematically diagnose learner profiles. As Bousalem et al. (2025) observed, the integration of MBTI metrics into instructional ecosystems allows for the precise alignment of educational delivery with personality-driven cognitive preferences. Rather than imposing immediate collaborative demands on introverted students, instructors should utilize scaffolding techniques to build communicative competence while leveraging the demographic's inherent capacity for deep conceptualization. Practical interventions include expanding post-question wait times and integrating diversified participation metrics, thereby accommodating quiet learners who are often marginalized in unstructured, discussion-heavy formats (Cain, 2012).

Conversely, intuitive (N) learners, despite strong macro-comprehension, frequently exhibit deficits in micro-comprehension, leading to grammatical fossilization; this requires explicit, targeted syntax instruction. In contrast, sensing (S) learners often experience cognitive paralysis when encountering open-ended, ambiguous tasks, which can be mitigated by introducing divergent thinking exercises and creative problem-solving modules.

Furthermore, affective responses to corrective feedback vary significantly across the Thinking–Feeling spectrum. Academic guidelines suggest that feedback should be depersonalized, focusing strictly on objective task performance rather than individual competence. While universally beneficial, this non-threatening approach is critical for Feeling (F) types, who are highly susceptible to internalizing critical evaluations as personal failure. Finally, while perceiving (P) types naturally thrive in the flexible, autonomous environments of student-centered learning, their fluid nature frequently impairs long-term self-regulation, manifesting as executive dysfunction and poor goal management. This vulnerability necessitates regular, structured progress monitoring by the instructor. To balance this dynamic, introducing spontaneous, impromptu oral tasks can help judging (J) types build cognitive agility, pushing them beyond their rigid preference for preplanned structures.

Conclusion

While the MBTI offers a highly detailed diagnostic matrix, its capacity to definitively predict individual academic outcomes remains constrained. Psychological typologies must not be misconstrued as rigid deterministic

tools or absolute predictors of academic success. Instead, the MBTI should be utilized as a dynamic framework for self-reflection and pedagogical differentiation, enabling educators to design equitable learning spaces that respect psychological diversity while optimizing second language proficiency.

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