

OPTIMIZATION OF ONLINE LEARNING FOR INTROVERTED STUDENTS

Since Ukraine temporarily suspended face-to-face classes and mostly switched to online learning, universities and colleges experience a variety of academic and social challenges in the online classroom. It is important to know the natural inclinations of different personality types of students and apply this knowledge to their advantage. As martial law is imposed and higher education institutions across the country practice online education, teachers need to adapt to changes. The best ways of learning should be used for the successful implementation of educational programs.

The purpose of the paper is to find strategies and ways for optimization of online learning for introverted students.

The theoretical basis for the typology of people is the concept of C. Jung, which distinguishes extroverted personality type and introverted one. The extroverted personality type is someone whose life force is derived from the outside world. The introverted personality type is someone whose mental energy is stored in the inner world [2].

This study highlights the problem of teaching introverts in the prevailing trend towards group forms of work to develop key skills of the XXI century – communication and cooperation.

Let us stick to modern trends in education. Some scientists use the term «extroverted approach» in their work. [1, p. 7] The approach is a conceptual system of ideas and methods that can respond to certain challenges in the education system. In fact, the approach is a methodological solution to the pedagogical problem. An «extroverted approach» is an educational model based upon the development of key 21st century skills with a focus on communication

and cooperation. It is not difficult to realize that these skills can be formed only in group forms of work, in classes with the use of educational technologies focused on the team solution of the tasks set by the teacher. This approach in education corresponds to the idea of society about the ideal Self.

According to a researcher Susan Cain [5], there is a reason why many introverts hide who they are. In our society there is a system of values «extrovert ideal» – a common belief that the ideal Self should be sociable, dominant and always in the spotlight. According to the archetypal model, the extrovert prefers action over reasoning, risk-taking over caution, confidence over doubt. Such a person tends to make quick decisions despite the high probability of error. Extraverts work well as a team and find common ground with others. The society seems to value individuality, but in fact it admires a certain type of personality – a person who feels comfortable in it.

Introversion is accompanied with sensitivity, seriousness and shyness. They are considered to be second-rate personality traits that cause frustration and are perceived almost as a pathology. Personality traits of introverted people are devalued. Extraversion is an extremely attractive personal style, which has been turned into a strict standard that everyone must meet.

The phenomenon of the ideal extrovert has been documented in many studies. Talkative people, for example, are believed to be smarter, nicer, more interesting, and the others seek friendship with them [6]. Speech speed plays an equally important role [3]. People who speak faster are considered to be more competent and attractive than those who speak more slowly.

Understanding and perception of reality instead of immediate interacting with it results in many considerable educational, scientific and artistic achievements. It is important to choose the right strategy to teach introverted students.

Those students who have an introvert personality type need inner reflection to re-energize. This means that such students often value the chance to review educational materials at their own pace. Introverts are more likely to feel

convenient in asynchronous lessons, where they can stop listening to a lecture or a course at will. Introverted students should review presentations and teaching aids in advance, before synchronous courses. Although not everyone worries or feels shy studying in a group, some students need to hide their faces under «avatars» (images of users on a display). To participate in the lesson, introverts may exchange questions or judgments via chat windows, email, class discussion forums. It is less embarrassing to talk in small groups rather than in large groups of students. If other participants are strong individuals, this is getting really exhausting. Learning strategy is to divide some projects into individual, delegated tasks. This is a perfect way to find a middle ground between group participation and the desire to work alone. Introverts may also find it helpful to do some preparatory work and brainstorm before group discussions start. It helps confidently share their ideas. [4] Choosing between synchronous and asynchronous classes, we should take into account the year of study. The 1st and 2nd year students usually prefer synchronous classes because they need socialization, being involved in the life of the group. The 3rd and 4th year students prefer asynchronous classes because they may do part-time work.

To optimize the ways of online learning for introverts we need:

- 1) to shift focus from a certain personality type to values of individuality;
- 2) to rethink the way we estimate a student and to avoid sacrificing good performance in favour of visual impression;
- 3) to correct lesson plans adding some activities for small groups, considering the year and pace of study.

Conclusion. Overcoming society's stereotypes about the attractiveness of the extroverted personality type, teachers need to balance the learning strategies they use. It is important to reasonably combine synchronous and asynchronous classes to smooth over some weaknesses of online education and improve lesson productivity.

REFERENCES

1. Вейдт В. П. Обучение интровертов в эпоху экстравертированного подхода: актуализация проблемы // Научно-методический электронный журнал «Калининградский вестник образования». 2019. № 2 (июль). С. 4-10. URL: <https://koirojournal.ru/realises/g2019/2jul2019/kvo201/>
2. Юнг К. Г. Психологические типы / К. Г. Юнг; пер. с нем. С. Лорие; под общ. ред. В. Зеленского. Минск: Попурри, 1998. 656 с.
3. Howard Giles and Richard L. Street Jr., «Communicator Characteristics and Behavior», in К. L. Knapp and G. R. Miller, eds., Handbook of International Communication, 2nd ed. (Thousand Oaks, CA: Sage, 1994), 103-61
4. Hudgeons V. Introvert vs. Extrovert: Online Learning Strategies. [Electronic resource] /V. Hudgeons // TheBestSchools.org. Available at: <https://thebestschools.org/magazine/introvert-extrovert-learning-styles/>
5. Susan Cain. Quiet: The Power of Introverts in the World That Can't Stop Talking Crown; 2013. p. 368.
6. William B. Swann Jr. and Peter J. Rentfrow, «Flirtatiousness: Cognitive, Behavioral, and Psychological Consequences of Rapid Responding», Journal of Personality and Social Psychology 81, no 6 (2001). 1160-75.