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**THE EFFECT OF LEARNING STYLES ON TEACHING PROCESS**

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**ABOUT ARTICLE**

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**Abstract:** This paper is dedicated to explain the importance of learning styles in teaching foreign languages. After examining how the student viewed the surroundings and engaged with his or her learning environment, it is explained that enduring cognitive, affective, and physiological qualities using advanced cognitive processes.

**INTRODUCTION**

There is no denying that teachers and students differ in a number of ways. Both teachers and students can benefit greatly from understanding more about the different learning styles of their classmates. Learning styles of both students and teachers must be recognized and understood in order to engage students in the active process of learning. Both matching and mismatching are possible. It is crucial to research how they are related. The compatibility of learning styles and teaching methods has been the subject of numerous studies. The majority of them state that matching the two has a beneficial effect on pupils' performance while mismatching has the opposite effect. Mismatches, however, might occasionally be advantageous, particularly for pupils of lower levels.

Different circumstances and stages of life can cause learning styles to vary, and environmental reinforcement can form learning styles. For instance, paying students for using particular learning

styles may influence their preferences for those types. Additionally, creating learning activities that are better completed with particular learning styles can influence learners to favour those learning styles. He continues by saying that the formation of learning styles through socializing is tied to one's value system. Learning styles are not entirely innate and are not fixed. They discovered that, particularly when students achieve academic success, learners tend to prefer the techniques they are most frequently exposed to, and that learning styles can be reinforced by classroom roles and values. Thus, learning preferences are a reflection of routine methods of knowledge acquisition.

A person's learning style is an innate trait that cannot be easily changed throughout life but can be altered and evolved as a result of experiences. While walking, lying, sitting, chatting, playing, and writing, this has an impact on the person. Actions are taken in accordance with these traits. In addition, determining one's learning type is crucial while learning how to study.

Methods. On the basis of the significance of preferences in learning, Grasha created a different model. He defines "learning style" as the sum of students' learning experiences when acquiring knowledge [5, 20]. He believes that knowing yourself better might help you identify your own learning style.

Butler claims that learning style is a generic notion that emphasizes the disparities in learning, much like the quality of an umbrella [2, 318]. Butler claims that learning style is a general idea that emphasizes how every person has a unique approach. This can be shown in the clothing chosen, the music listened to, the colours chosen, and the friends and social circles that the people are a part of. These various distinctive styles aid the person in determining their preferred learning style.

According to Allport, a person's perception, mental process, memory, or approach to problem-solving are considered to constitute their learning style. It is expected that these definitions take cognitive processes into account and that people employ their usual learning methods [1, 3].

He has added that the genetic code, personal growth, and great environmental adaption all have an impact on the person who exhibits the aforementioned style traits. He asserts that learning styles have contextual, affective, and cognitive components.

The Kolb learning style model is based on Kolb's Experiential Learning Theory. The use of experiences in the learning process is explored by experiential learning, which differs from other cognitive learning theories. With this foundation, he has built his studies on Lewin's idea of experience learning. A model of learning styles has been created as a result. According to Kolb, learning is the process of interacting

positively with one's social and physical surroundings. He then went on to describe "learning" and set it apart from knowledge. Knowledge is the translation of experience into learning.

Results. When determining learning styles, Dunn R. and Dunn K. took into account a few developmental traits. These are biological and developmental traits that vary from person to person. There are some strategies to tailor training to fit the variances resulting from these biological and personal developmental features. In other words, some pupils learn largely through seeing, while others learn primarily through listening and experiencing.

The key, in the opinion of Dunn R. and Dunn K., is that the teacher must choose the methods for how the pupil will learn [3, 336; 2, 234].

- A student who needs some alone time will signal this by saying "ssshhh!" or by covering their ears to outside noise or by making a "be quiet!" gesture with their hand. Families should designate a quiet, uncluttered study space for these youngsters. The instructor should be aware that it is impossible to learn in a noisy environment. When deciding where to position such pupils, the teacher should also keep in mind that they shouldn't be seated in noisy areas;
- Many times, it is not apparent at first that certain pupils are uncomfortable when they enter the classroom. After some time, the teacher should watch to see whether the student favours darkly lit areas, if his or her pupils narrow or they continue to blink, if they shy away from the sun and light, or if they turn away from an open window. It's equally important to think about the alternative. Students could favour a room with lots of light;
- Some pupils desire a setting in school that is as cosy as their home. For instance, if a student crosses his or her legs while standing on top of a table, leaves their desks or tables messy, or lies down, they most likely prefer an unstructured setting to one that is. Since educational settings are official institutions, this type of behaviour is obviously prohibited. The teacher wouldn't be able to maintain control of the class if every student conducted themselves informally as they could at home;
- Some of the class members excel at using their visual memories. For instance, if a student closely studies the picture that the teacher drew and focuses far more on the image than the subject, these pupils are probably visual learners;
- A student may prefer to study in the cold if they are continuously moving, grumbling about the heat, or walking around with their coat unbuttoned in the cold. However, if the student complains about the weather or is overdressed, the student does not favour a chilly learning environment. If the person struggles with visual and aural tasks, they are likely kinesthetic;

- Dynamic students are those who frequently move around in their seats, get up from their seats, or beg to leave the classroom;
- If a student chooses materials like a cassette tape or CD player while playing, if he or she is not interested in pictures while reading, if they pay attention to details during conversations, if they remember what they heard, or if they enjoy dialogues when the teacher explains a topic in class, they are probably auditory learners;
- While studying, some students feel the need to snack frequently. They must eat while they are learning. However, some pupils who are quiet and at ease don't need to consume anything while they are in class.

According to Dunn R. and Dunn K., the aforementioned student profiles are what cause the differences in learning styles. Different kids will choose to study passively through visual and aural means, independently, or simply by listening [4, 247]. Those may occasionally be sufficient for them to succeed academically. However, tactile or kinesthetic students are the ones who want dynamism and prefer to learn alongside their friends, and the reason for their success is tied to the makeup of the learning environment at school.

Because of this, there are numerous strong arguments for why learning styles should be taken into account during the teaching and training process. The following can be used to list and summarize them:

- Knowing a person's preferred method of learning allows for the perception of each person as unique from the others. In other words, the individual will develop a unique learning method. As the brain's perception frequencies vary, people interpret stimuli by using their sensory memories. Age and gender are two criteria that might be used to identify variances. The educational goals will be best served by a teacher who is aware of the different learning preferences of his or her pupils.

Effectiveness is enhanced by understanding the student's preferred method of learning. If the student is learning in a setting that is not conducive to his or her preferred learning style, effectiveness will suffer.

- Despite the fact that education is now student-centred, a historical commitment to teacher-centred education still has some influence. As a result, the needs, expectations, and interests of the students are disregarded. The idea that every person behaves in accordance with his or her particular needs and that s/he is accountable for his or her learning, however, must be kept in mind throughout the educational process. But the reason is that learning is an individual process. This is one of the

arguments in favour of mandating that learning styles be taken into account during the teaching and learning processes.

- Multiple intelligences theory and constructivism are currently being used in education with the intention of encouraging students to learn in accordance with their individual learning styles by assigning them a variety of tasks and projects. People have various intelligences, as is stated in the notion of multiple intelligences. A person learns in accordance with the dominant intellect type that they possess. The most crucial thing for the teacher to accomplish is to organize the class's activities in accordance with the student's dominant kind of intelligence and preferred learning style. Since these activities are suitable for his or her learning style, the student will be more engaged in the class as a result.
- The importance of understanding different learning styles in the educational and teaching process has increased significantly as it has become clear that students cannot learn fully in an atmosphere where the "teacher" is the only active person and the student is always the passive one.

## **DISCUSSION**

It is crucial for a person to be aware of their preferred learning method. The rationale is that accepting responsibility for one's own learning is one of the most important factors in learning how to learn or in becoming effective in the learning process. For this reason, each person should be aware of their unique learning preferences and the traits that go with them. They should then act in accordance with their preferences. By doing this, the person may learn the ever-changing and expanding amount of information without requiring the support of others.

There are three essential causes for learning style, although there are many others. First of all, because everyone inherently differs from one another, different people will have different learning styles. Second, it gives teachers the chance to effectively teach utilizing a variety of ways. Some students won't appreciate the session because of the boring learning environment that would result from blindly sticking to one model. In other words, education will not be grounded in reality and will only consist of words. Thirdly, if we truly understand the groups to whom we are called, we may control many aspects of teaching and communication. Obviously, we can't possibly know everything, but we may adjust our lectures effectively and in accordance with the circumstances if we are aware of the learning preferences, psychological traits, and motivational variations of our pupils.

The benefits of recognizing learning styles: Research on learning styles indicates that people have several learning styles in addition to their dominant one. In other words, every person has one or more different learning preferences. The degree to which a person uses each learning style can vary if they have more than one.

Cognitive, affective, and psychological factors all play a role in learning style. Education can affect cognitive components, which deal with the internal regulation of the knowledge-processing system. Individual preferences are influenced by affective and psychological factors, which also offer solutions for educational and instructional tactics. Opportunities to identify people and their distinctions are provided by learning styles. To design learning approaches that take cognitive, affective, and psychological variables into account, a teaching style is necessary.

The importance of learning style in people's life cannot be overstated. When a person is aware of their preferred learning style, they can successfully learn more quickly and simply by incorporating it into their learning process. The ability to become a skilled problem solver is another benefit of the learner identifying their own learning preferences. The more control a person has over his or her own life, the better at problem-solving that person becomes.

It is crucial that people obtain education in subject areas that suit their learning preferences. A person who receives education unrelated to their learning preferences may lack confidence, be less successful, and get irritated as a result. Understanding one's own learning style also enables a learner to understand why they have learned in a manner distinct from others. Controlling the learning process is helpful. It is essential because becoming autonomous, or taking ownership of one's own learning, is one of the learning process' most crucial signals. As a result, s/he ought to be aware of their preferred learning style. To be able to acquire knowledge, which is always shifting and changing, on their own and without assistance from others, this must be a component of the learning process.

## **CONCLUSION**

As a summary, when students are knowledgeable about learning, their confidence in it will grow over time. Lessening the need for excessive instructor control will come through developing learning strategies and effective knowledge retention. Teachers are directing the pupils at this stage. The students take ownership of their education; they are the centre of the process, and they have complete authority. They look for solutions to the issues and gain from their own abilities and learning preferences. In contrast to those whose preferences for learning styles are not known, these individuals

will identify their goals. Both the content and the “how” are clear to them. Their viewpoints on learning new things will shift as a result of this insight.

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