

## EXPLOITATION OF LEARNING STYLES IN TEACHING

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*Abstract: In terms of reform, some values have changed, others have given up. Purchase several concepts, forming a broad general culture, is replaced with fewer concepts but have practical value. It seeks flexibility in thinking, the ability of social adaptation to teamwork.*

*In successfully addressing these new challenges is very important didactic style, craftsmanship teacher in strategies always adapt or find new ones. The style of teaching is the teacher that gives the seal of personality in everything related to the area of teaching, solving problems and in guiding developments.*

*Given that there is no single teaching style considered to be most effective, the validity of style can only be determined contextually. The most effective teachers are those who show flexibility, being able to use different styles. Not being able to say exactly which style is very good, it argues for the necessity of adjusting teaching style concrete situation.*

*To articulate offer various behavioral requests, the teacher must have awareness of its mission. Concern for getting a better yield performance carried involves a permanent state of questioning on the functions it performs. Or, given the continuous adaptation to the reality of activity, mobility and complexity of internal and external environment, the need to improve teaching style is evident.*

*The steps taken, was trying to demonstrate that teaching is one of multistilară a good teaching conditions.*

*Keywords: teaching style, teaching strategy, teacher, teaching multistilara*

The issue is that of the teaching styles and learning styles is not new, especially since the year 1970, when more and more empirical observations have shown that, despite efforts to innovate at the level approaches applied in the classroom, the results are not expected. Interactive teaching-learning techniques gave very different results depending on

the group of students involved, the individuals who made up these groups. Fluctuation in results was even more important if you consider the time evolution of subjects.

The conclusion was that there are peculiarities affecting the result of individual learning teaching and learning.

Thus, it was concluded that individualization of teaching should consider not only learning outcomes but also the psychological predispositions of pupils and the environment in which they work. The result of this research led to the concept of learning style, regarded as the student's individual response to the educational process.

In year 1993 psychologist Howard Gardner formulated a theory about the nature of intelligence, focusing on that intelligence should not be conceived as a one-dimensional construct, but as a series of seven independent intelligences. This view, says psychologist allows individual transformations and modifications to individual perceptions and recreate aspects of their experience.

The seven types of intelligence that reminds Gardner are: intelligence Verbal / Linguistic, Logical/mathematical intelligence, intelligence Visual/Spatial intelligence bodily / kinesthetic intelligence musical / rhythmic, interpersonal intelligence and intrapersonal intelligence. Intelligence Verbal / Linguistic refers to the ability to use words effectively, whether orally, or in writing.

A student with this kind of intelligence will agree in particular to read, write, narrate. Logical / mathematical intelligence is the ability to use inductive and deductive problem solving abstract to understand the complex relationships between concepts, ideas and things.

Visual / Spatial Intelligence refers to the ability to perceive the world accurately visually and the ability to recreate visual experiences. Students with spatial intelligence can keenly perceive colors, lines, shapes, space, and the relationships between these elements.

Intelligence bodily / kinesthetic intelligence is that in the body, particularly the hands, which allows the student to control and interpret body movements to manipulate objects to achieve coordination (harmony) between body and spirit.

Intelligence Musical / Rhythmic with the degree of sensitivity that the individual has the sounds and the ability to respond emotionally to this type of stimuli. As students

develop their musical awareness they develop the fundamentals of this intelligence. It develops when students acquire when listening to music, exquisite taste.

Interpersonal intelligence is the ability to capture and quickly evaluate the moods, intentions, motivations and feelings of others. This intelligence involves communication skills verbal and nonverbal skills of collaboration, ability to resolve conflicts, work consensual group, ability to trust, to respect, to lead, to motivate others to achievement of a mutually advantageous.

Intelligence intrapersonal is the capacity of the individual to have an accurate picture of oneself, ie to know their strengths and weaknesses, to have awareness of inner states of their own intentions, motivations, to know their temperament and desires; intrapersonal intelligence involves the ability of self-discipline, self-understanding and self.

In year 1991, Gardner added his system another type of intelligence, ie naturalistic intelligence. Naturalistic intelligence is noticeable in children who learn best through direct contact with nature. These students enjoy doing projects in disciplines such as knowledge of the environment or the natural sciences.

Gardner's theory opens new valences process knowledge of students, emphasizing the importance of taking into account, on the one hand their interests and skills, and on the other side of individual differences that influence learning.

From the perspective of education, required some clarification on the 8 types of intelligences and their formative influence. Each person has all eight types of intelligence, which works together in unique areas. Some people have high levels of operating all eight smart. Most people are somewhere in between, with a few well-developed intelligence, modest and most developed one or two undeveloped.

Intelligences act in complex ways, interacting with each other. Since there is no standard group of attributes that someone must have it to be considered intelligent, so there are different ways to be smart.

H. Gardner believes that everyone has the ability to develop all eight intelligences at a high level, reasonable performance through appropriate learning activities, encouragement and enrichment.

Pedagogy and didactics especially practitioners have often put the question of what kind of approach adopted children and, more importantly, how to determine students

overcome the surface approach to learning. One of viable answers to this question is organizing teaching approach taking into account the learning styles of students.

Learning and teaching styles are behaviors or actions that both teachers and students in the learning process displays. Student behavior provides information on how they perceive, interact and respond to the environment in which learning occurs (Ladd and Ruby, 1999). By learning style of the student express a preference for a particular way to engage in the process of knowledge.

Learning styles are defined as personal provisions affecting student's ability to acquire information, interact with peers and teachers and to participate in learning experiences. These provisions are reflected in the personal reasons, perceptual abilities, information processing methods, preferences for a particular sensory modality, such as social relationships they develop. (Grasha, A. 2002).

Students prefer to learn in different ways: some like to study alone, others in groups and to work to sit still others aside and to observe others; there is a category of children who exhibit a combination of behaviors mentioned above.

There are fixed theories, which suggest that learning styles and abilities are biologically inherited individual and therefore immutable, whereas flexible theories suggest that learning styles are nothing but strategies that the individual may change. The common idea of both theories is that individuals learn differently from others, being strongly influenced by variables: social class, education, age, nationality, race, culture, religion.

In addition to identifying learning styles, the practice has raised questions on matching teaching styles and the learning and the flexibility of their use. P. Wyman believes that to facilitate learning is necessary to understand the specific preferences personal learning style and to realize that learning style creates the most effective way to understand and retain.

Pedagogical activity is based on a mutual understanding teacher - students relationship can be intuitive, spontaneous, almost close in the course of educational activities, or be systematic, using specialized tools.

In identifying learning styles of students teachers can call on three methods: observing students, referral to specialists or applying questionnaires.

Observation and analysis of experiences and behaviors of students' learning involves recording the way they prepare their lessons in different subjects, learning conditions preferred method of study that brought them success, positive learning moments.

In an attempt to identify which learning styles have students in class, the teacher can call on discussions with experts from psycho-pedagogical assistance or can autoinforma on learning styles through active participation in practical activities within hours of counseling and guidance, various options or involvement in educational programs with this theme, such as optimizing learning style, effective learning techniques.

Perhaps the most widely used method of identifying learning styles that students have is the application of questionnaires and standardized tests, of which the best known VAK remains questionnaire. A study conducted by Specific Diagnostic Studies by applying the questionnaire showed that 29% of all pupils in primary and secondary have a learning style visual, 34% have a style hearing aid and 37% have a style kinesthetic / tactile (Miller , 2001).

Recognition ways to approach learning tasks in different educational settings can also be achieved through the application of thematic questionnaires or by characterizing learning style based on explanations, descriptions, exercises provided by different authors.

Another way to distinguish individual learning styles is that considers the cerebral hemispheres. Asselin and Mooney describes this view as a global learning styles, based on right hemisphere, or analytical, based on the left hemisphere.

In general, those with a global style perceive things as a whole, make general distinctions among concepts, are people oriented and learn in a social context. Those with a learning style analytical perceive things through their parts rather than as whole and impose a certain structure or restrictions on information and concepts.

The way in which students focus on new and difficult information or reminder how this information is related to their learning style global or analytic. Some students learn more easily when information is presented step by step in a sequential pattern, which builds an understanding of the concepts. Others learn more easily either when they understand the concept first and then concentrate on the details or when entering information is through a humorous story or anecdote related to their experience and supported with examples and graphics.

Related to how to examine questionnaires, F. Coffield opinion that expects too much from mere self-assessment tests because they do not take into account the socio-personal and questioned the physiological, which means that important elements are omitted.

Although criticism of these questionnaires are not few, the positive result is that teachers are aware of the need to provide a variety of teaching methods and means to maximize the chances that each student to know the preferred approach.

Studies in learning styles opines a number of precautions in their effective use, because:

- Styles it has value-neutral and there is no way one being the best; people with different styles fail to learn as productive, therefore a set of styles that form pairs contrary, none should be regarded as superior to the other;
- Learning style talks about individual differences, not a way of homogenizing the group; obtaining and collating information on the styles of individual students will not be useful if the teacher will not respond to individual preferences appropriate methods;
- Learning style is concerned about how students prefer to learn, work, and not the content of what is taught;
- Adequate training; the danger arises that in teaching, Professor touch to favor their own style, which can disadvantage students who perceive other sensory channels;
- Preferences of learners do not necessarily represent areas where they do best because the style is different from the performance or capacity; if a certain behavior associated learning strategies seem to be placed before other sets of behaviors, strategies, then your ability to walk on land, not of styles;
- Different approaches to style offers mixed results, even surprising; Under these conditions, as teachers, it is important to choose a style pattern is well documented and, in its approach, provides support for planning the training, not just simple style identifiers or tags.

The problem of learning styles are turning less on appearance that is carried out and insist on how they learn at school. This approach to research how students learn and seek the appropriate means of learning skills needed for effective training is imperative in the light of current trends in education.

From this perspective knowledge learning style is beneficial both for students and for parents and teachers.

The student will understand the skills gaps, learning needs and choose the learning environment that most favors the elimination or reduction of obstacles to learning. Furthermore, the student will improve his self-esteem, will highlight learning skills will get better school results, will develop some positive relationships with others and even prevent or correct some behavior problems.

From this perspective the teacher should initiate exercises in which students identify their dominant learning style; and proper capitalization of their style student will lead to effective learning.

Identify the learning style of the child it is also beneficial to parents because they will be able to understand the individual learning needs of children, identify the reasons that were generating school failure and also reconsider the barriers to learning and optimistic approach the full potential of the child.

Recognizing and understanding the differences between learning styles require acceptance and use by the teacher of a variety of methods, procedures and educational materials for the presentation of new content.

But by applying these various methods develop interpersonal relationships teacher-student-parents, are the strategies to optimize learning and take account of the strengths, forming an accurate picture, even if empirical diversity class.

Furthermore, knowledge of the dominant features of learning styles of students and how to address specific teaching style can optimize development strategy. This occurs when teachers present information using all sensory modalities, creating for all students, regardless of their preferred style, the opportunity to get involved.

In education, strategy signifies the way of progress and improvement actions to achieve a certain objective, the choice for a certain type of learning experience for some way to select, organize rational and chronologically, to combine appropriate and systemic vision resources training: teaching methods, means of education, the forms of student work.

In a more concrete, specific strategies learning styles can be analyzed from the perspective psihopedagogică and psychosocial perspective.

In terms of psychological and pedagogical strategies specific learning styles into account:

The types of learning experiences / self-learning mechanisms of assimilation of knowledge and skills training and capacity used by the teacher or students;

- Style / learning styles requested / required or selected / elected;
- Motivation for learning / self-learning;
- Methods and procedures training / self employed;
- Proposed means of education;
- Organizing content instructive - educational;
- Configuration tasks learning / self-learning;
- Directing and monitoring learning by the teacher;
- The forms of student work.

When referring to the psychosocial aspect, learning styles specific strategies aimed at:

- Educational relations student - teacher and student - student;
- Social interactions - cognitive and interpersonal processes that involve the teacher and students;
- Educational Communication and its forms.

Modern teaching recommends that the learning of students to be active and interactive, to assume full involvement of students, involvement intellectual, motor and affective volitional be based on practical work and experimental, to realize connections intra and interdisciplinary, a heuristic problematical fund to stimulate active thinking, critical and creative students

In fact, the construction of knowledge is a long way to search, punctuated by numerous attempts by the student to carry out necessary coordination on knowledge and achieve a higher level of understanding. This level is the result of its direct activity, which makes the support, which can structure their own knowledge, capitalize on previous experience, makes its representation anticipation of the settlement.

Choosing an appropriate strategy to a particular learning style is not simply a choice option because its teacher should consider the following issues:

- Updating information and presenting them in accordance with the logic of science and logic specialty didactics; therefore it is envisaged the relationship between student knowledge they have and those that need to acquire;
- The possibility of building interdisciplinary;
- Typical mistakes in understanding and their causes;
- Extracurricular influences in building operations and cognitive schemas;

- Leverage cognitive or practical experience;

Presenting some situations / cases as close as the immediate reality of the student;

- Formulate tasks in terms of critical analysis, comparison, classification, prediction, search of alternatives, formulation of hypotheses, design of solutions;
- Situations, cases, and selected issues presented in class must be accessible to arouse interest, to engage, to rely on interdisciplinary correlations;
- In formulating tasks to appeal and formal and informal information, as actual experiences of pupils which must be clarified, understood, correlated and placed in experience cognitive awareness;
- The organization of space, the class should be one to allow unconventional and individual activity, with support materials, and the group, in order to conduct a debate;
- Climate is not known whether it appeals to the typical and routine habits and practices when using lectures or screenings already made if rules specifying exact underway to block the affirmation and interactions;
- Is recommended to combine strategies depending on the purposes, problems solved, tools available.

I.Cerghit (2001) indicate a wide range of procedures, insufficiently studied and applied, but which gives effective learning:

1. Methods of confrontation with himself: thinking aloud, interior monologue, checking their understanding during knowledge, personal reflection;
2. Active processes: verification solutions, application in similar situations, problem solving, learning computer-graphics processing information;
3. Interactive processes: learning in pairs or team instruction by changing roles;  
Self-assessment processes, the autoîncurajare underscore its own success.

In an attempt to capitalize in a practical manner and as effective learning styles of students in the teaching we present two models, perhaps the most frequently discussed in the literature due to multiple their formative valences: model whose starting point multiple intelligences theory to which we add a new kind of intelligence raised by Daniel Goleman, namely emotional intelligence, and the model that has the landmark classification sensory modality, known as VAK model.

## Conclusions

Any attempt to address issues of teaching teaching in general and teaching style of the teacher in particular are confronted with complex dimensions that circumscribe this area both as a theory and as a practice, as a present reality in all joints of the learning process - educational.

Not only did the teaching-learning process is very complex, but its various components are strongly related; they form an integrative system of which it is almost impossible to isolate one aspect without simplify without losing a significant portion of the implications of the issue generates or incurs through interaction with other components. Moreover, an overall approach of theories and practices related to the teaching style is more difficult, since, teaching style of each teacher is, by its nature, personal and so unique.

Teaching style means the organization and management of the educational process, is how to work with students, training their original style and requires certain skills, skills or abilities of the teacher. Because the vision and attitudes pedagogical teacher's professional competence and his ability, to each teacher has a personal style, it is largely unique.

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