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## IMPLEMENTATION OF THE LEARNING STYLES IN TEACHING PROCESS

**Summary.** *The article is about learning styles in process of teaching English describing.*

**Key words:** *the process of teaching, style, learning styles, method, methodics.*

Much of the published material that aims to help teachers understand the concept of learning puts a lot of stress on the notion of different learning styles. There are some fundamental problems with this premise. It is clear there are different ways to learn and that many of learners find it easier or more comfortable to absorb and process information if it is presented to us in a certain way. There are three basic types of sensory learning styles. The three most common are visual, auditory, and kinesthetic. To learn, we depend on our senses to process the information around us. Most people tend to use one of their senses more than the others. This has led some experts to believe that classroom activities should only be presented in the preferred 'learning style' of the students, in order to reduce barriers to learning and make it easier for students to succeed.

Some experts believe that student learning styles, unlike intelligence, are fixed: in other words, students will only be able to learn in their preferred learning style and will find it easier if the conditions are present to allow them to learn in this way all the time. For example, a student who likes to do practical things in class might be classified a 'kinesthetic learner' and the teacher's job is to present learning in a kinesthetic way so that the student has the best conditions for learning. It's easy to oversimplify. However, although such an approach is very well intentioned there is no reliable evidence from research studies that attempting to make learning more accessible by favoring any one particular way of learning actually results in learning being more effective over an extended period of time.

One of the side effects of the research on learning styles is that it is easy for teachers to oversimplify the situation. The different learning styles or strategies students use are factors in a complex process, which may mislead us into simplistic solutions.

### 1.1. Visual aids as useful tool

Some learners may have a particular learning preference, visual learning style, but in reality these learners,

like all learners, have to and do use multiple learning styles. Teachers cannot structure all learning in one style for any one particular group of learners. Life beyond the classroom is not like that, and our aim is to help students learn effectively both in and out of the classroom.

We have known some students who've created for themselves a potentially disabling profile by saying, 'I'm a visual learner, I can't learn this way.' If we leave learners feeling this way we are not helping them succeed in the long term. The reality is far more complicated. As with many processes in life, classroom learning is complex and messy and there is no 'easy fix' solution to the problem. That said, it is also true that the traditional view of learning — that students sit passively and 'receive' information transmitted by the teacher or the text book — is equally one-dimensional and inadequate to meet students' learning needs. The most sensible approach, confirmed not only by formal research studies but also by a growing body of good practice from experienced teachers across the globe, is that students learn best when they use multiple learning strategies. How can we use 'different learning styles' in the classroom? The first step is to avoid the term 'different learning styles' because it implies that students, paradoxically, either have to choose or have no choice in how they learn. Learning should be a liberating experience; students do not have to be 'stuck' in their so-called preferred learning style, other options are available. Indeed, other options are essential if students are going to be able to learn flexibly in the rapidly-changing learning landscape of the 21st century.

It's also significant that research findings from experts such as John Hattie and Professor Robert Coe now strongly support the view that deep learning, sometimes known as 'mastery' learning, comes about when students have to think hard about and deliberately practice over extended periods of time the subject matter they are endeavoring to learn.

No one particular strategy or style of learning will enable students to think in complex ways needed to develop

such mastery and while we all want students to engage fully in and enjoy what they are learning, too much 'froth' or lack of rigor will not help students to achieve their goals.

Teachers can use the findings from research into 'different learning styles' to plan and implement imaginative classroom programs that include a wide range of learning techniques so that all students over time can access information in their preferred learning style, but at the same time can become familiar with other learning styles. Learners need, perhaps, to develop other 'learning muscles' to make them stronger, in the same way as physical muscles in the body can be developed to enhance performance. Many learners already can and do access information naturally through multiple learning styles, and offering a wide variety of learning modes enhances learning for these students. [1,145p.] The way forward with 'different learning styles' in the classroom The real challenge for teachers is to find the right contexts and combinations that give all students the chance to excel by using those strategies which are their strengths and by developing their so-called 'weaker' learning skills so that they get better at using them. The real benefit of using different ways of learning is that when we offer a variety and range of learning activities we make the activities more inherently interesting and motivating. [4, 53p.] The saying, 'Variety is the spice of life' holds true for learning at any stage. Important considerations learning is a complex matrix — it may be best for teachers to think of learning strategies as a toolkit to provide effective learning experiences, taking account of the wider picture shown by research into learning, not simply to focus on CSA; this is not quite a 'pick'n mix' approach but teachers can systematically use features that different learning strategies offer to provide a rich and varied curriculum to all learners; all learners need to see how valuable it is to use all modes of learning: the real secret to learning is to know the most effective way to learn in any given circumstances, and the most valued people in the world beyond school will be

those who can learn in a range of different ways, knowing which is the most appropriate mode to use in given situations; we need to show students how to use learning strategies, or more accurately learning strengths, which means we need to talk explicitly about learning, we need to give them a language to explain how people learn and to describe the contribution different styles of learning can make teachers need to make it happen. [3, 57 p]

We need to explain to students the need to go beyond relying on learning simply happening by itself: learners need to be proactive and make it happen so we need to help them develop the personal qualities as well as the skills required for successful learning, such as resilience, resourcefulness, reflectiveness, responsiveness, reasoning and remembering, that researchers such as Alastair Smith and Guy Claxton [2, 34 p.] have highlighted as important qualities that successful learners display. We owe it to our students. Whatever we call them, 'different learning styles', 'different learning strengths' or 'multiple learning strategies', we owe it to all our students, perhaps in the 21st century more than ever before, to help them see that not only can they learn in many different ways but also they must be able to learn in different ways if they are going to be able to cope with the information evolution they are living through.

Teachers can't take for granted that understanding will automatically follow instruction. Understanding really only happens when students construct meaning for themselves; understanding and applying all the knowledge we now have about how people learn gives a better chance to enable more learners to do this more of the time and is the only logical step forward. [4,66 p]

It's probably more helpful to use the term visual learning style rather than 'visual learners' because, although human beings do seem to have different preferences when it comes to learning, all learners can learn to process information in more than one way, or style, and we need to be careful we don't label students as specific kinds of learners when in reality they can and should learn how to access information in different ways.

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