

TEACHING PROCESSES AND LEARNING STYLES

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Annotation: The concept of learning style has gained significant importance in the field of education. Many psychologists believe that understanding how students prefer to learn is a crucial factor influencing their academic performance. This study aims to uncover the significance of learning styles in the learning process and evaluate their effectiveness in teaching and learning. The primary objective of the research is twofold: firstly, to investigate the impact of learning styles on the teaching and learning processes, and secondly, to assess key models within various learning environments to comprehend their strengths and weaknesses. By identifying students' learning styles, educators can tailor their instruction to better suit individual needs. This, in turn, enhances the learning experience for students and boosts their self-confidence. Additionally, aligning teaching methods with students' learning styles can generate enthusiasm for the subject, encourage exploration and understanding of facts, and foster a willingness to apply acquired knowledge in practical scenarios.

Key words: Understanding; Learning Styles; Teaching Learning/process;

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Learning styles are shaped by the predominant methods within the broader system of teaching techniques, representing the teacher's approach to pedagogical activities and communication. [1]

Reproductive Learning Style:

The reproductive style primarily involves presenting explicit knowledge to students, emphasizing the teacher's role in delivering content and assessing assimilation levels. This approach prioritizes regulated or dogmatized knowledge, often neglecting students' opinions. Reproductive education tends to overload students' memory, blocking other mental processes and potentially leading to increased fatigue and a diminished interest in learning. Consequently, students may struggle to make independent decisions, becoming accustomed to submission and adopting a passive role.

Creative Learning Style:

The creative learning style aims to stimulate students' creativity in cognitive activities, with teacher support for student initiatives. The teacher selects educational material based on problem criteria and fosters a dialogical relationship with students.

This style encourages exploratory, searching, problem-solving, and investigative activities. Teacher requests include tasks like comparing, proving, highlighting key points, making choices, justifying decisions, offering personal options, and drawing conclusions.

Emotional-Value Learning Style:

The emotional-value learning style ensures personal involvement of students in the educational process through value-semantic perception of material and consideration of the teacher's spiritual and moral image. Successful implementation of this style requires the teacher's emotional openness and sincere interest in the subject. It presupposes the teacher's empathic abilities and the capacity to organize education dialogically. The effectiveness of this teaching method is enhanced when the teacher builds relationships with students based on emotional and trusting communication, cooperation, and respect for individuality. The most suitable forms of addressing students in this style include providing assessments, expressing opinions, offering interpretations of events or phenomena, and encouraging imaginative thinking. Teachers using an emotional-value style aim to prompt student reflection.

Emotional-Value Style:

The emotional-value style effectively cultivates imaginative thinking and nurtures the emotional and moral aspects of a student's personality. It stimulates self-reflection, self-discovery of creative abilities, and encourages a values-based attitude towards the world. Moreover, it teaches emotional and dialogical communication, promoting cooperation, mutual respect, and acknowledgment of individual self-worth.[3]

Formation of Individual Style:

The development of an individual style (IS) in teaching is a process influenced by the general goal of the activity and the teacher's conception of success. IS is crucial for achieving high levels of skill among individuals with diverse typological properties. Life doesn't predetermine individuals as teachers based on certain qualities but compels each person to develop their own style throughout the teaching process.

The formation of IS is understood as a system of methods tailored to the individual's characteristics, allowing individuals to achieve equally high results using techniques that align with their uniqueness. Psychologists have contributed significantly to understanding IS, focusing on techniques for establishing teacher-student connections, creating a teacher's image, and teaching communication and gestures that evoke positive emotions in students.

Key Points in IS Formation:[4]

IS is an expression of individuality and cannot be mistaken.

IS develops under the influence of the activity's general goal and the individual's idea of success.

The greatest success is achieved through a well-developed IS.

IS formation is a gradual process, with career stabilization typically occurring between 27 to 32 years, according to developmental psychology. The spontaneous formation of a style involves conscious and unconscious consideration of a teacher's inclinations, gradually leading to the realization and consolidation of preferred ways of working.

Teaching Styles within the Educational Process:

The educational process, emphasizing values and a positive emotional learning environment, distinguishes specific teacher activity styles.

Oriented toward learning process and results with intuitive and reflexive aspects.[5]

Less inventive in choosing teaching methods but provides detailed opportunities for student answers.

Less sensitive to changes in lesson situations, characterized by traditionalism and caution.

Reasoning-Methodical Style (RMS):[6]

Primarily focused on learning outcomes and adequately plans the educational process.

Conservative in using pedagogical means and methods.

Prefers students' reproductive activities and occasional collective discussions.

Pays special attention to weak students during questioning.

Characterized by reflexivity, low sensitivity to changes in lesson situations, and caution in actions.

While these styles are observed, there remains a challenge in precisely defining a teacher's style, requiring accurate diagnosis and consideration of behavior within the teaching process. The connection between the teacher's didactic activity and the learning process involves identifying a part of the learning process that encapsulates all its characteristics.[7]

Conclusion:

Education is a vital component of personality formation, serving as a means for society to transfer knowledge and skills. The learning process imparts cultural values and aims at socializing individuals, although conflicts with students' true interests can arise. Therefore, selecting the appropriate training type and teaching style is crucial for teachers, who should also adeptly combine them to achieve optimal results in different academic groups.