Features of effective use of learning styles as a tool to improve the quality of education

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The main idea of the study is to improve the learning process by choosing a learning style that is unique to each teacher, which in turn contributes to the quality of student learning.

The goal of the study is to apply different learning styles to study how they affect the quality of education.

Research problem
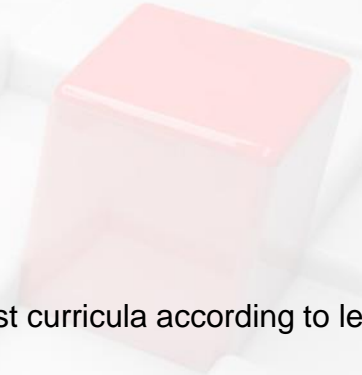
Identifying and adapting effective learning styles;

01

02

Develop and test curricula according to learning styles;

Determine the impact of each learning style on the quality of education and create a set of different approaches to learning styles.

03

The hypothesis of the study

Student learning styles taking into account the needs and the methodological capabilities of the teacher in the selected case leads to effective learning and quality of education.
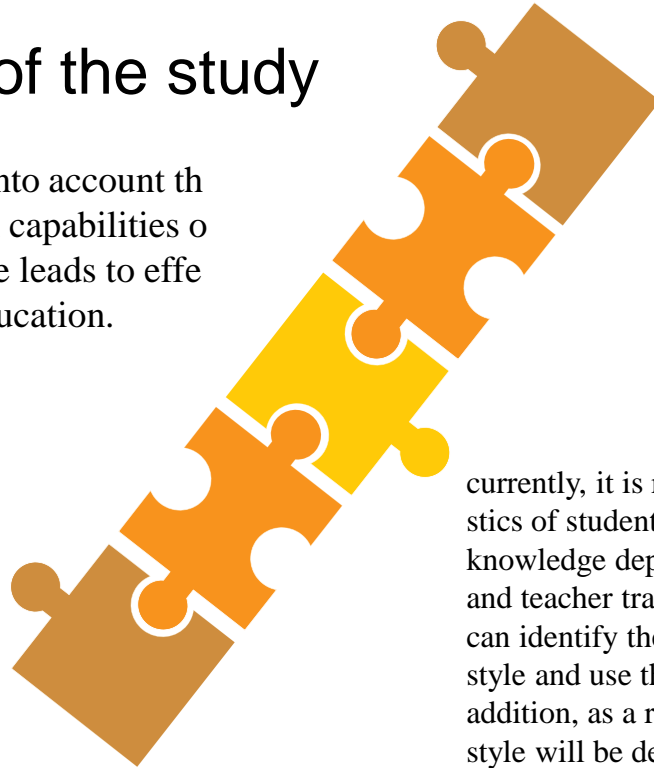
The novelty of the research

currently, it is recommended to use styles according to the characteristics of students, and not in teaching. But the quality of students ' knowledge depends on the organization of the educational process and teacher training. Therefore, through this research work, teachers can identify the appropriate
style and use the methods recommended for use within that style. In addition, as a result of the experiment, the most effective teaching style will be determined, teacher planning and training will be specified.

Method of research

SCRUM method

The Scrum methodology is based on multiple sprints and fulfil the requirements known as the plan implementation phase as well as the sprint duration of 30 days. Scrum-method allows you to build a system, plan, distribute tasks in a timely manner to complete the research work. Mastering Scrum is very easy, in addition, it forms a multifunctional group that can independently adjust, solve previous problems.

Questionnaire method

before starting the research, Studies were conducted to determine the knowledge of the research team's teachers about learning styles.

Control method

carrying out control of the planned lessonson the established indicators according to each style of learning.
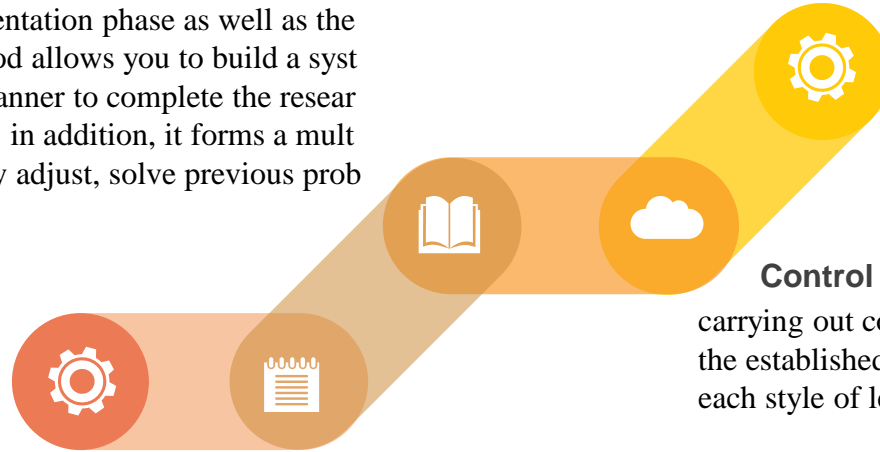
Synthesis

this method was used in the synthesis of the data obtained, the synthesis, the synthesis of research results and the development of recommendations. Study analysis of learning styles in which performance indicators of each style.

Этапы исследования

5 Grouping methods and techniques according to each learning style based on lesson plans developed jointly by teachers

4 Monitoring the students on some indicators, the conclusion of the results.

3 Planning research work on the SCRUM in accordance with the prints

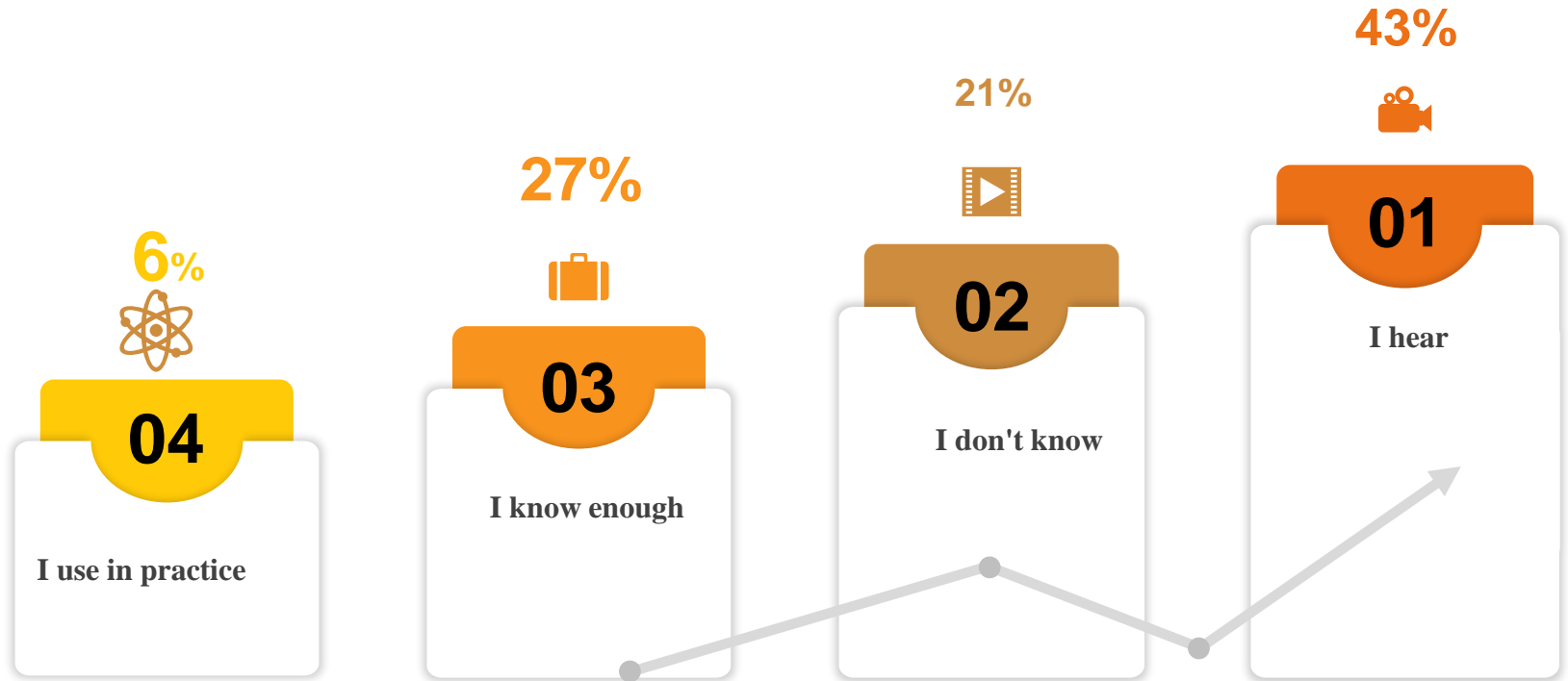2 Organization of a seminar on learning styles, creation of a focus group involved in research work

1 Questioning teachers about learning styles

Do you know about learning style?

6%

04

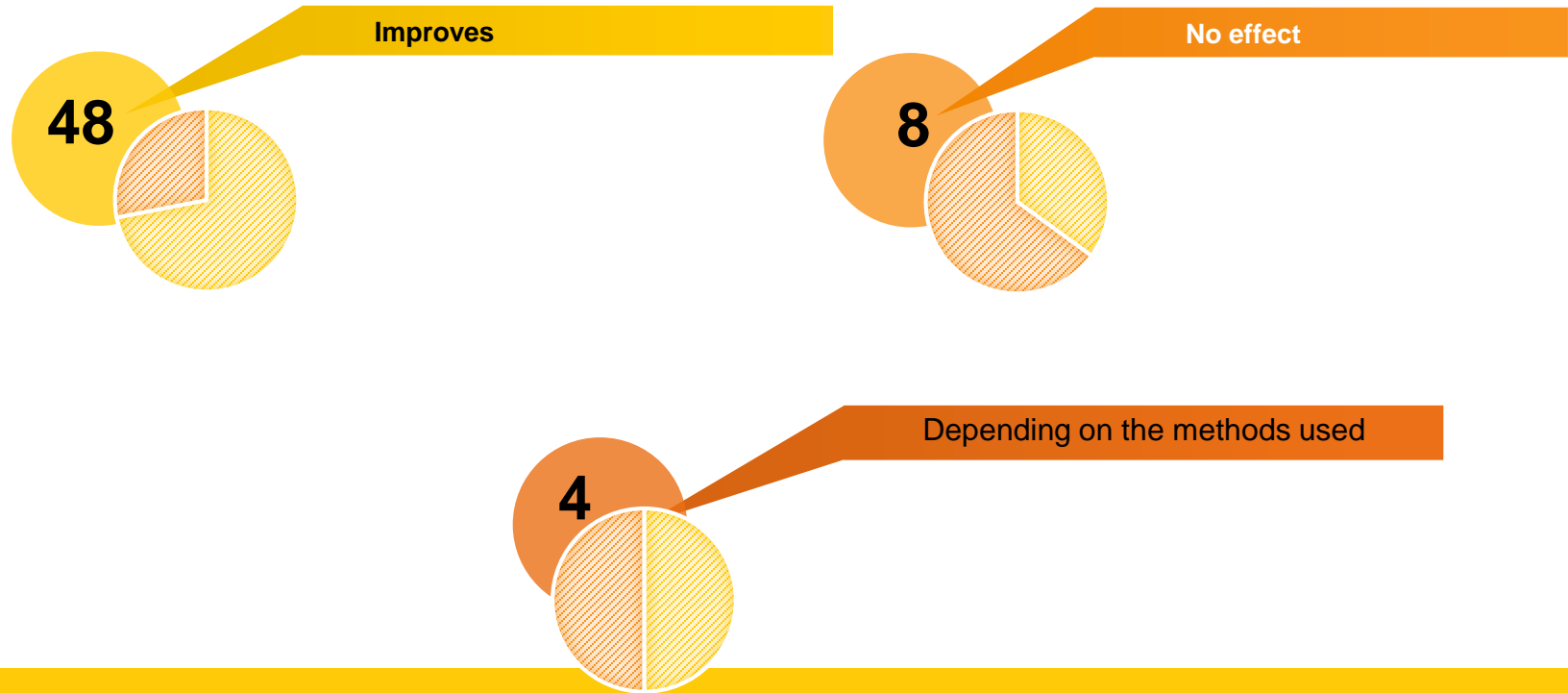I use in practice

27%

03

I know enough

21%

02

I don't know

43%

01

I hear

Do you think the use of learning styles affects the student's education?

Improves

48

No effect

8

Depending on the methods used

4

SCRUM method

The study consisted of 3 sprints (the duration of each sprint period is 30 days)

In each sprint the planning and analysis of actions aimed at solving one problem was carried out.

First sprint

- Developed a teaching style algorithm integrated into the students ' learning style and the teacher's learning style
- * the Research team studied each proposed learning style, jointly planned 3 lessons for each learning style.

The second sprint

Each member of the research team conducted the planned classes according to the learning styles, was monitored by the established indicators during and after classes.
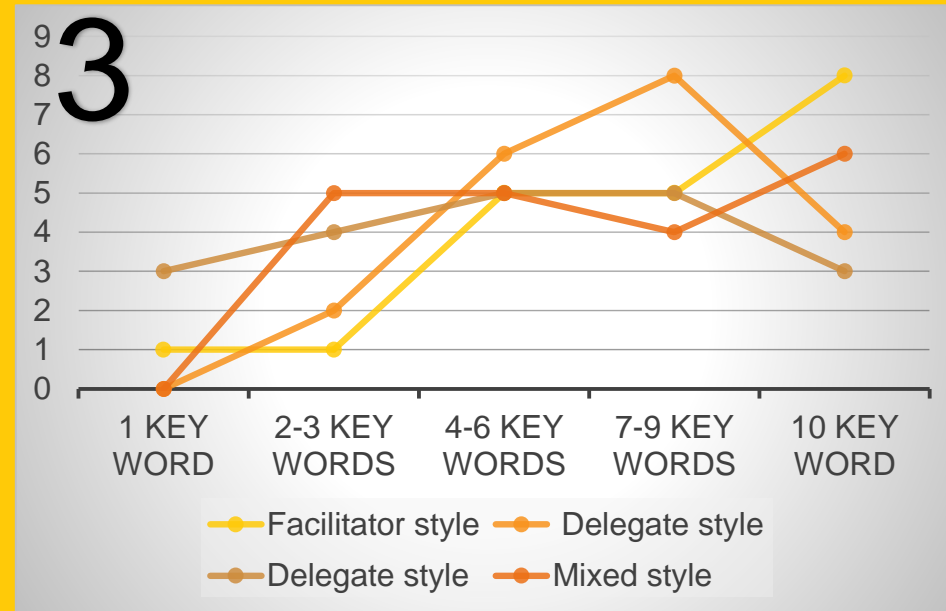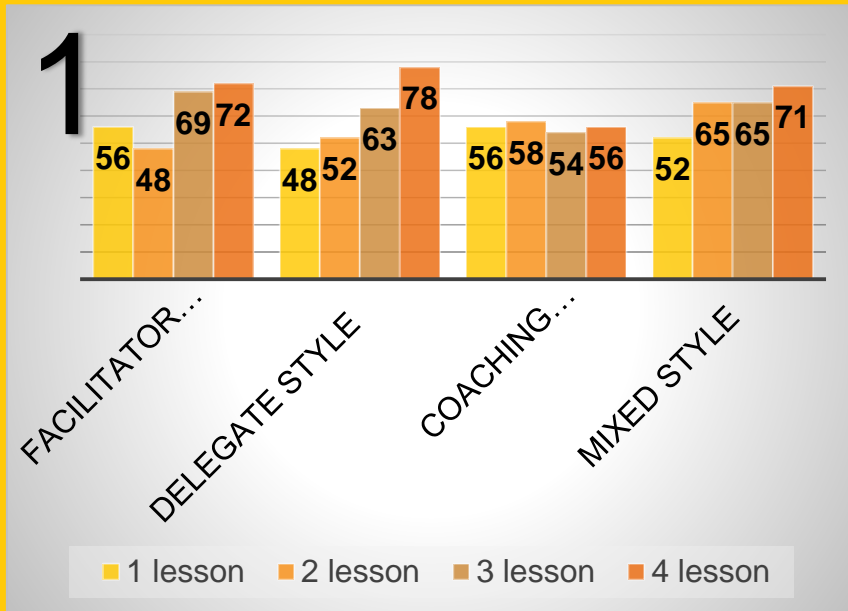
The third sprint

- The results of the study and monitoring were analysed.
- * The influence of each learning style on the quality of students ' knowledge is determined.
- * An inventory of the methods is done that were used in the lesson according to each learning style
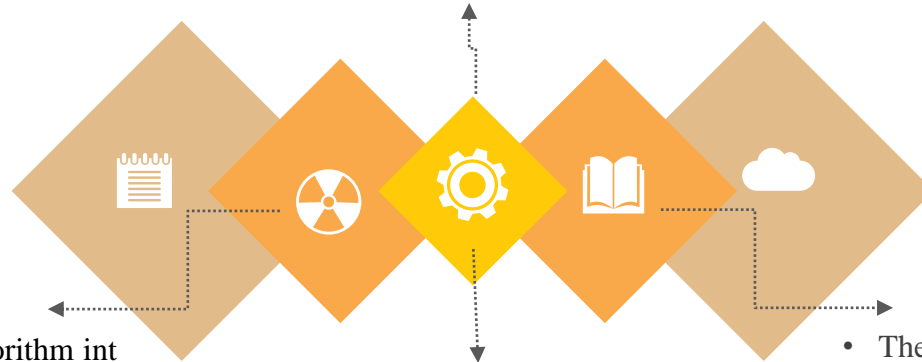
2nd sprint (the month of February)

The following indicators were monitored during and after classes:
1. Quality of student knowledge
2. Skill formation and development
3. Memorization of educational information
4. Student involvement in the learning process

The third sprint

Facilitator style

Comparison of students ' answers,
Development of joint assessment criteria) students are determined individually, in pairs or groups;
 Search for information to solve strategies,
Create a situation (picture, situation, video,)
questions completing tasks based on strategies,
 Identify errors, look for ways to correct them.

Delegate style

 Selection of discussion goals (definition of the goal,

Definition of criteria and limitations for solving problems));

Problem analysis (determining the cause of the problem and cause-effect relationship);

Identification of solutions (identification of alternatives)

Choosing the best solution. (evaluation of the alternative, selection of the final solution)

Coaching style

Analysis of students ' readiness to perform tasks,

 Assigning tasks to students,

Distribution the results of coaching duties;

Assisting or collaborative problem solving;

Assessment of problem solving

Conclusion

The results of the study suggest the use of an effective teaching style for high-quality training of teachers. Since the teacher is only in the role of observer, students will strive to work together, set goals and achieve them. In the facilitator style, the teacher develops students ' skills of posing questions, self-search for answers.   This style in the group, the class is dominated by actions such as student leadership, planning their activities. Based on the outcomes of the study, the style of teaching plays a role in the conducting of classes , the organization of the teacher and student activities.

The further study will allow you to integrate the style of teaching and learning with the most favorable workout.

Resources

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5. CARMENCITA ,CASTOLO*LIZYL R. REBUSQUILLO**., LEARNING STYLES OF SOPHOMORE STUDENTS OF PUP LABORATORY HIGH SCHOOL, (SY 2006-2007)