

ADAPTING INDIVIDUAL LEARNING STYLES AND TEACHING METHODOLOGY

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Abstract: This article analyzes the importance of adapting the lesson methodology, taking into account the individual learning styles of students. The research results show that the use of methods that correspond to different styles and preferences of students significantly increases the effectiveness of the educational process. The article examines the role of the multimodal approach in education based on literature analysis and practical observations, and provides recommendations for teachers on adapting lessons. This approach plays an important role in strengthening students' activity, interest, and knowledge.

Keywords: Individual learning methods, lesson methodology, learning effectiveness, multimodal approach, student activity, teaching methodology.

INTRODUCTION

In the modern educational process, taking into account the individual characteristics and learning style of each student is an important factor in increasing the effectiveness of education. Students think differently, memorize, and acquire new knowledge. Therefore, using a single, universal approach in the lesson process does not always yield effective results. How each student perceives, processes, and applies information depends on their learning style, a phenomenon known in educational psychology as “individual learning styles”. There are various models of learning styles: VARK (Visual, Auditory, Reading/Writing, Kinesthetic), Kolb's experimental learning model, and the Felder-Silverman system. Each model helps determine what activity the student will learn more effectively through. For example, some students learn easily through visual materials, while others achieve better results through audio information or practical exercises. From this point of view, the teacher's task is to determine the students' learning methods and adapt the lesson methodology accordingly. By organizing the content of the lesson in accordance with the needs of students of different styles, knowledge is assimilated more effectively and firmly. This article analyzes the essence of individual teaching methods, methods for their identification, and approaches to adapting lesson methodology on this basis. The positive impact of this approach on the quality of education will also be considered using examples.

LITERATURE REVIEW

In recent years, a large number of theoretical and practical studies have been conducted on the identification of individual learning styles of students and their adaptation to the educational process. The popular VARK model (Visual, Auditory, Reading/Writing, Kinesthetic), developed by Fleming and Mills (1992), distinguishes four main learning styles of learners and offers learning strategies appropriate to each type. According to this model, by determining how students perceive information, it is possible to create a comfortable and effective learning environment for them. The VARK model allows teachers to adapt to the needs of students by organizing the lesson process based on visual materials, audio tapes, practical exercises, or text. The theory of experiential learning (Experiential Learning Theory), proposed by Kolb (1984), is

also based on the fact that students acquire knowledge through personal experience, reasoning, abstract concepts, and active experiment. This model divides students into categories such as Diverger, Assimilator, Converger, and Accommodator, and defines pedagogical approaches corresponding to each. Kolb's approach serves to make learning more active and meaningful through practical exercises, problem tasks, and tasks requiring analytical thinking.

The model of learning styles developed by Dunn and Dunn (1978) takes into account not only cognitive, but also emotional and environmental factors. In their opinion, students have individual differences, and factors such as the level of lighting in the classroom, room temperature, social environment, and choice of time also have a significant impact on the learning process. This approach shows teachers the need to adapt the lesson not only in terms of content, but also in terms of organization. Dörnyei (2005) argues in her research that lessons conducted without taking into account individual differences in students can often reduce student motivation. He emphasizes the importance of responding to students' personal learning needs through a differentiated approach to language teaching, personalized tasks, and reflexive learning methods. In the educational practice of Uzbekistan, research in this area is only developing. In local studies on the topic (Juraeva, 2020; Salimov, 2022) shows that by adapting the lesson to the style of students, their active participation increases, and assimilation indicators significantly improve.

METHODOLOGY

In this study, the analysis of literature and existing pedagogical experience were chosen as the main method. The main goal was to determine how to adapt the lesson methodology, taking into account the students' individual learning approaches. In this regard, scientific articles, practical manuals, methodological experiences of teachers, and open educational resources were studied, and general conclusions were drawn based on them. During the study, a comparative analysis was conducted on how different forms of lessons influence students' activity in the lesson and their assimilation of knowledge. Observation, synthesis of existing methodological recommendations, and analytical thinking related to real lesson situations were used as the method.

RESULTS AND DISCUSSION

The literature, methodological recommendations, and existing lesson experience studied during the study show that lessons organized without taking into account the individual learning approaches of students often lead to passivity, loss of interest, and superficial assimilation of knowledge. On the contrary, when using methods corresponding to the students' unique learning style, their participation in the lesson increases, the level of practical application of knowledge improves, and positive changes are observed in the overall assimilation of knowledge. Practical observations show that how students prefer to conduct lessons varies: some are active in working with visual materials (pictures, tables, videos), while others better master through oral explanations or written assignments. Also, some students are inclined to learn through group discussions, while others prefer to work independently. The teacher's task is not to clearly identify the differences, but to ensure the active participation of each student by organizing the lesson in different ways.

Relying on only one style or type of activity in the lesson often leads to some students being left out. For example, if only oral explanations are given during the lesson, this will not be very effective for students learning through writing or practical activities. Therefore, it is extremely

important to combine a multimodal approach in the lesson process - that is, various types of tasks (oral, written, visual, discussion, practical). In the studied methodological experiments, a positive change in students' attitudes towards the lesson, the formation of independent thinking and creative approaches through the adaptation of the lesson methodology was also observed. In particular, the effectiveness of lesson plans based on individual approaches in such subjects as language teaching, natural science, and history was highly appreciated. Visual materials used by teachers, group work, exchange of ideas, real-life examples, and elements of active games helped to activate students. In general, the results of the analysis showed that the activity and success of students in the learning process largely depends on the adequacy of the lesson methodology. How flexible, diverse, and student-centered the teacher organizes the lesson is a decisive factor not only in the effectiveness of the lesson, but also in the quality of the entire educational process.

CONCLUSION

The results of this study showed that the adaptation of the lesson methodology, taking into account the individual learning methods of students, is of great importance in increasing the effectiveness of the educational process. Each student has their own learning approach, and lessons that do not take them into account lead to passivity in students and difficulties in deep assimilation of knowledge. Therefore, teachers should organize lessons in a multimodal and flexible format, using activities and tasks that correspond to different learning styles. Such an approach not only increases students' interest in the lesson, but also serves to develop independent thinking and creative approaches. As a result, the quality of the educational process improves, and the knowledge and skills of students are effectively formed. In the future, it is important to conduct practical research on the study of individual teaching methods in the educational process and the further improvement of methods corresponding to them.

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