

THE ROLE OF LEARNING STYLES IN DEVELOPING EMOTIONAL INTELLIGENCE AMONG STUDENTS

ROLUL STILURILOR DE ÎNVĂȚARE ÎN DEZVOLTAREA INTELIGENȚEI EMOȚIONALE LA ELEVII

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Sumar. Acest articol analizează modul în care factorii psihopedagogici pot valorifica stilurile de învățare pentru a stimula dezvoltarea inteligenței emoționale (IE). Oferă o bază teoretică și metodologică pentru strategii educaționale integrate care vizează formarea unor elevi echilibrați și autonomi. Studiul actualizează conceptul de IE prin integrarea stilurilor de învățare, evidențiind dimensiunile sale psihologice și sociale, precum și tendințele actuale în aplicarea lor în cadrul procesului educațional. În plus, propune strategii și mecanisme pentru îmbunătățirea IE a elevilor prin utilizarea eficientă a stilurilor de învățare. Recunoașterea rolului esențial al IE și al stilurilor de învățare în succesul academic încurajează educatorii să integreze aceste variabile în practica didactică. Această abordare sprijină elevii în atingerea potențialului lor maxim de învățare și contribuie la o educație mai personalizată. Lucrarea aduce o contribuție teoretică semnificativă la înțelegerea relației dintre IE și stilurile de învățare și subliniază necesitatea unei cercetări empirice continue în acest domeniu.

Cuvinte-cheie: cultură emoțională, inteligență emoțională, stiluri de învățare, dezvoltare personală.

After a deeper analysis, education is a service that aims to modernize students' skills not only through academic achievements, but also by shaping them. Students are expected to exhibit positive personality traits and qualities, particularly a high level of empathy.

In essence, teachers in secondary schools have an important role in the child's education process. We conclude that the perfect education is visualized by balancing all the abilities and potential within the child.

This approach is supported by the belief that teachers can take on a more important role in the development of students' emotional intelligence. Teachers should be able to give advice and also provide examples of exemplary attitudes for students to imitate, such as by providing concrete examples in daily actions. By giving examples, we teach students that what we do can bring good or can bring bad, so that students understand that what they do will have an impact on them.

In agreement with the ideas presented previously, we confirm that attention to the concept of emotional intelligence is a priority in international pedagogy.

Therefore, basic education plays an important role in forming the knowledge base, as well as the attitudes and behavior of students.

In this context, the learning methods used by teachers play a strategic role in facilitating an effective teaching-learning process. Given the rich literature surrounding the term learning style, there are numerous definitions that have emerged. The concept has been seen as “the characteristics of cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how students perceive, interact, and respond to the learning environment”; “the way in which each student begins to focus, process, and retain new and difficult information”; “the consistent way in which the student responds to or interacts with stimuli in the learning context”; “the characteristics, strengths, and preferences of how the student accepts and processes information”; “the way in which a learner prefers to take in and process information”, etc.

He terms Emotional Intelligence (EI) has considerable importance in shaping the overall functionality and effectiveness of a school setting. Emotional Intelligence (EI) refers to an individual’s ability to effectively observe, understand, regulate, and harness emotions in both oneself and others in a constructive and beneficial manner. In educational settings, it serves to enhance the personal growth of both students and teachers, promoting a conducive and effective learning environment [11].

Upon closer examination, recognition of this particular facet of psychological well-being is progressively increasing as a critical determinant of overall academic achievement and interpersonal dynamics within educational institutions [8]. By emphasizing the development of emotional intelligence, educational institutions have the potential to promote improved communication, enhanced problem-solving skills, increased capacity to cope with stress, as well as more empathetic and productive interactions between the student body and faculty [9]. The role of emotional intelligence (EI) is essential in promoting a loving, supportive, and productive educational atmosphere, including the ability of teachers to understand and address their students’ emotional needs, as well as children’s ability to navigate their own emotional terrain and demonstrate empathy for their peers [10, 6, p.4-5].

Emotional intelligence has a similar, if not greater, significance for teachers. Teachers who possess high emotional intelligence are more adept at understanding and addressing the emotional needs of their students, thereby promoting a more conducive environment for learning. Teachers demonstrate increased proficiency in classroom management techniques and in establishing connections for students to grow [12].

In addition, teachers who possess high levels of emotional intelligence are more adept at effectively regulating their emotions, reducing the likelihood of experiencing burnout and improving their overall job satisfaction [7].

In conclusion, understanding and applying the significant roles that emotional intelligence (EI) and learning styles (LS) play in student success makes educational practitioners and teachers responsible for considering these variables in the classroom

to help students reach their full learning potential. In doing so, the relationship between these two variables is an important issue that needs to be explored.

Emotional intelligence also has the potential to foster a supportive and constructive culture within the broader educational setting, characterized by increased positivity, support, and productivity. Educational institutions that place greater emphasis on emotional intelligence have been observed to experience reduced behavioral problems, improved teacher-student ratios, and higher academic achievement [2]. Implementing inclusive strategies, such as integrating social-emotional learning curricula, has the potential to cultivate emotional intelligence in the educational setting, providing benefits for students, teachers, and the broader school community.

In short, cultivating emotional intelligence in a comprehensive educational setting, involving students and teachers at all institutional levels, can bring many advantages [3].

In the context described above, the phenomenon can lead to improved academic performance, improved interpersonal connections, and the establishment of a stimulating and nurturing educational environment.

Moreover, some interventions, such as group-based ones, help develop the skills of managing/ understanding emotions and can be useful for students [5]. In addition, exploring students' learning styles can help teachers be more attentive to the individual characteristics of students in order to adopt teaching methods that best meet the needs of different types of learners. Furthermore, understanding the variation in the correlation between EI and learning styles helps teachers and practitioners to diversify their teaching methods and techniques to satisfy learners with different EI levels and learning styles [1, p.3].

Following what has been stated in the above lines by different researchers in psychology and educational sciences, we can state that there is a significant association between emotional intelligence (EI) and learning styles (LS). A good understanding of how we learn can help us develop and implicitly improve our EI, which, in turn, can help us learn more effectively.

How learning styles and emotional intelligence intersect:

Visual learners may benefit from learning methods that use visual elements, such as diagrams, mind maps, and flashcards. Students may also be encouraged to express their emotions through painting or drawing;

Auditory learners may benefit from presentations, debates, and group discussions. They may also be helped to learn concepts by listening to podcasts or sometimes music;

Kinesthetic learners may benefit from hands-on activities, such as experiments, simulations, or role-playing. Students may also be encouraged to express their emotions through dance and movement;

Students who prefer reading and writing may benefit from reading texts about emotions, journaling, and problem-solving. They may also be encouraged to express their emotions in writing.

Developing emotional intelligence through learning styles is achieved by:

Self-awareness: by monitoring their feelings, thoughts and behaviors, students can learn to recognize their emotions. At the same time, they can be helped to identify the triggers of emotions;

Self-regulation: through relaxation strategies, such as deep breathing or meditation, students can learn to better manage their emotions. At the same time, they can be helped to adopt and develop healthy coping mechanisms, such as expressing emotions through music or art;

Motivation: students can learn to use their emotions to achieve goals by setting SMART goals (specific; measurable; achievable; relevant and time-bound). At the same time, they can be encouraged to identify positive rewards correlated with achieving goals.

Empathy: Students can be taught to understand the emotions of others by putting themselves in their shoes and implicitly taking their perspectives into account. They can also be encouraged to develop various assertive communication and active listening skills;

Social skills: by practicing assertive communication, active listening and conflict resolution, students can be taught to develop and maintain positive interpersonal relationships. At the same time, students can be encouraged to develop different collaboration and teamwork skills.

In conclusion, we would like to mention that effective learning is achieved when the teacher is able to discover the strengths of children and build their ability to learn in a wide range of styles. Interactive teaching-learning techniques determine very different results depending on the group of children involved, the individuals who make up these groups.

In this sense, an explanation may be the asymmetry between the student's learning style and the learning opportunity offered by the teacher. Therefore, learning opportunities must address a full range of learning styles existing in the classroom.

Essentially, students' learning styles are influenced by various factors. These factors include physical, emotional, sociological, and environmental factors. When people have different learning styles, this will also lead to different emotional intelligence or learning outcomes, even though the learning patterns and learning materials are similar. A classroom as a learning community serves to accommodate a number of students in the same room and the same atmosphere during the learning process until the exam. However, learning styles can change as people mature.

We conclude that the number of attributes that distinguish one type of learner from another is immeasurably large. Encompassing most of them in a single theory would be practically impossible, and even if it could be done, the model would be too unwieldy to be of any practical use. A learning style model is a small set of dimensions of learning style selected to provide teachers with a useful, but not all-encompassing, collection of guidelines for designing instruction. It is essentially analogous to an

engineering model, which simulates the behavior of a complex system based largely on observations of past behavior, the system, and its compatibility with established scientific (in this case, cognitive) principles.

Thus, learning styles are shared patterns of student preferences for particular forms of instruction and the student attributes associated with each pattern. Opposing learning style categories (such as sensitive and intuitive) are not simple labels: an individual's preference for one category or another may be strong, moderate, or mild, and if a preference is mild, the individual is almost as likely to behave in the less preferred category as in the preferred one. An individual's preference for a category, and possibly the preference itself, may change with the individual's education and life experience and with the subject and context of instruction, [4, p.12]. Students' learning styles are influenced by a variety of factors. These factors include physical, emotional, sociological, and environmental factors.

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So, as critics of learning styles correctly argue, the placement hypothesis (matching instruction to students' learning styles maximizes learning) lacks rigorous research support, but the existence and usefulness of learning styles is not based on this hypothesis, and most proponents of learning styles reject it. The optimal teaching style strikes a balance between the categories of each dimension of the learning style model that a

teacher selects as the basis for designing instruction. When this balance is achieved, students sometimes learn in their preferred styles, so that they are not too uncomfortable to learn, and sometimes in their less preferred styles, so that they develop essential skills that they might never acquire from appropriate instruction.

Also, familiarizing students with their learning style preferences can increase their awareness of their natural learning strengths and alert them to learning needs that, if not addressed, could create academic difficulties. Learning style preferences do not provide any indication of what they are or are not capable of, so they should never be used as a basis for curricular or career counseling. In conclusion, regardless of the preferred learning style, it is very important to use a wide variety of learning strategies to be effective. By experimenting with different methods we will find the style that works best for us. It is also very important to create a conducive learning environment that is free from distractions and conducive to concentration.

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CONCLUSIONS

Familiarizing students with their learning style preferences can increase their awareness of their natural learning strengths and alert them to learning needs that, if not addressed, could create academic difficulties. Learning style preferences do not provide any indication of what they are or are not capable of, so they should never be used as a basis for curricular or career counseling.

So, regardless of your preferred learning style, it is very important to use a wide variety of learning strategies to be effective. By experimenting with different methods, we will find the style that works best for us. It is also very important to create a conducive learning environment that is free from distractions and conducive to concentration.

We would like to mention that the inclination that a person shows towards a certain learning style can be based on the environment in which he grew up or life experiences

Therefore, depending on these factors, the student can develop skills specific to a certain style, it is also possible to achieve a combination of styles that favor and complement knowledge

Therefore, throughout life, a learning style can evolve and change under the influence of the context that determines learning. It is obvious that a person's learning style is determined by his intellectual abilities and therefore knowing his own style is particularly important.

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