

The Importance Of Learning Styles In The Algerian School: An analytical study

أهمية أساليب التعلم في المدرسة الجزائرية: دراسة تحليلية

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Abstract:

The Algerian school undertakes, through its curricula, the need to emphasize individual differences, especially when it comes to learning, establishing resources and developing competencies for learners. This is a dedication to the pedagogy of teaching competencies that depends on putting learners in front of problem situations that allow them to mobilize all their internal and external resources in order to solve this problem, by referring to their previous requisitions, and their initial representations, in the light of their learning Styles. Therefore, the modern school attaches very great importance to the issue of learning Styles, because of its benefit to the students' learning and their school results. So, the current research paper aims to reveal the importance of learning Styles in the teaching-learning process, given that the Algerian school's bet today is professional teachers who provide quality education that takes into account individual differences and learning styles of their students. This is by answering the question that states: How do we teach the learner if we do not know how the learner learn?

keywords: learning styles; Algerian School.

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ملخص:

تضطلع المدرسة الجزائرية، من خلال مناهجها، على ضرورة التأكيد على الفروق الفردية، خاصة عندما يتعلق الأمر بالتعلم وإرساء الموارد وإنماء الكفاءات لدى المتعلمين. وهذا تكريساً للمقاربة بالكفاءات التي تعتمد على وضع المتعلمين في مواجهة وضعيات مشكلة تسمح لهم بتجنيدهم جميع مواردهم الداخلية والخارجية لحل هذه المشكلة، من خلال الرجوع إلى مكتسباتهم السابقة، وتصوراتهم الأولية، في ضوء أساليب التعلم الخاصة بهم. لذلك فإن المدرسة الحديثة تولي أهمية كبيرة لمسألة أساليب التعلم لما لها من فائدة لتعلم المتعلمين ونتائجهم المدرسية. وعليه، تهدف الورقة البحثية الحالية إلى الكشف عن أهمية أساليب التعلم في عملية التدريس والتعلم، بالنظر إلى أن رهان المدرسة الجزائرية اليوم مرهون بأساتذة يقدمون تعليماً نوعياً ذا جودة يأخذ في الاعتبار الفروق الفردية وأساليب التعلم لتلاميذهم، هذا من خلال الإجابة على السؤال الذي ينص على: كيف نعلم المتعلم إذا كنا لا نعرف كيف يتعلم؟

الكلمات المفتاحية: أساليب التعلم؛ المدرسة الجزائرية.

Introduction:

The last years of this century witnessed a remarkable development in all fields of life due to the huge leap in science and technology that societies are facing, and the changes and developments brought about by this tremendous scientific progress in all areas of life, especially the field of education. Therefore, the Algerian school needs to search for new methods and strategies that would develop the creative and critical thinking among students, these strategies depend on the positive role of learners and their activity in linking, inference and access to the provisions and application of what they learned previously, taking into account their level of development, needs, abilities and previous experiences.

Learning Styles has occupied the minds of scholars and researchers in the field of educational psychology, where educational quality standards require taking into account individual differences in learning styles among learners. Every learner has the right to a better education, and to learn according to the way in which he can learn. Linking to the learning styles, as the failure to match the learning style with the teaching style leads to the learner's frustration, which increases his effort in learning, and the learner's preference for a particular style does not necessarily mean that his achievement is high, and this may be explained by the fact that the teaching he received does not fit his learning style, On the other hand, learning may occur for the learner without his own style, and this needs strong internal and external incentives and motives.

Given the importance of the study from a theoretical point of view, we wanted to stand on the importance of learning Styles in the Algerian school in order to promote the performance of learners at all educational levels, and this is in some detail.

1. Learning styles between rooting and detailing:

Learning Styles are one of the concepts that emerged as a result of research in the field of cognitive psychology. The use of learning Styles in the conventional sense dates back to the nineteenth century, and continued during the sixties of the last century, and since then learning Styles have varied and differed according to individuals, and the diversity of their personal characteristics, according to The so-called individual differences. The concept of learning Styles emerged as a result of the cognitive developments that have occurred in contemporary educational trends, and the accompanying change in the view of learning from mere indoctrination of knowledge to the process of bringing about changes in cognitive structures and schemes that the learner develops and builds as a result of his interaction with different situations and experiences. The teacher-centered entrances - which make the learner a passive recipient of knowledge and facts - to the learner-centered entrances - as an active processor of information and not a passive receiver of it. Hence the importance of the individual's method of obtaining information and how to deal with it in a way that contributes to activating the outcomes of learning and teaching. Out of this importance, scholars have directed to study learning Styles and research their nature (Al-Dardir, 2004, p. 139).

The idea of learning styles began with Karl Young (1927), who is considered the godfather of Learning Styles Theory, where he noted the main differences in the way learners perceive information and make decisions. Then the educators realized the results of research by cognitive researchers in the field of individual differences, which raised their interest in how to work with different students in classroom situations (Ben Saad, 2006, p. 77).

The work of Bartlett (1932), James (1890), Galton (1883) also contributed to the emergence of the term Styles in psychology through individual differences. Alport (1937) is also considered among the first to crystallize the idea of "style" as a pattern of behaviour, and it appeared in this context: teaching methods, thinking methods, and learning methods. Witkin's (1954) theory of perception is one of the most prominent early theories that dealt

with methods of Learning by experiment and measurement by understanding the distinctive characteristics of the individual, which he uses in a wide range of situations, which is called the term "style", and accordingly the work of researchers on learning Styles continued until it became one of the main topics of interest to specialists in the field of psychology in general due to Because it reflects the differences between individuals in the processes of handling and processing information, and in education sciences in particular (Moshri, 2009, p. 72).

2. The Definition of learning Styles:

There are many names for learning Styles, with a multiplicity of theories explaining them, as they are described as: Learning Processes for Entwistle (1981) and Schmeck (1988) ... and Learning Preferences for Dunn (1990) and Grasha (1990) ... and Cognitive Skills for Letteri (1980) and Keefe (1986) ... Kolb (1984), Biggs (1988), Felder & Silverman (1993) agree on the term Learning Styles.

Although scholars agreed that learning styles are the learner's own ways of learning, the theories explaining them varied in their handling of this phenomenon, as some of these theories tended to focus on the learner's personality traits, while others focused on the learner's way of receiving and processing information and its organization, while others tended to focus on the perceptual medium through which the learner prefers receiving, processing and processing information. Accordingly, the definitions that have been exposed to the concept of learning styles can be classified into three (03) entrances:

2.1. The approach centered on personality traits: The authors of this approach considered learning styles as innate preferences that have genetic roots and are characterized by stability, and they do not differ according to the educational context. Personality in a way that contributes to explaining the individual differences between learners in their performance during the different educational stages. Learning styles are defined by Nelson et al (1993) as: (cognitive, affective, and physiological traits that characterize learners and serve as relatively stable indicators of how learners perceive, deal with, and respond to the learning environment) (Nelson & al, 1993, p. 04).

Schmeck (1982) referred to the property of the stability of learning Styles according to different learning requirements, and he sees it as: "a specific method used by the learner consistently in dealing with information and data during different learning situations, regardless of what the learning process requires from him." (Schmeck, 1982, p. 235).

Sims & Sims (1995) agree with the two previous definitions of the stability characteristic, and add that: "Learning styles are the cognitive, emotional, motivational, psychological and fixed characteristics, which refer to how the educated individual perceives, interacts and responds to the learning environment in a positive way." (Sims & Sims, 1995, p. 14).

2.2.The entrance centered to the processing of information: The authors of this entry are based in their definition of learning Styles on the theory of information processing, which is concerned with explaining how the individual prepares information, processes it and deals with it. Behavior and learning style is one such model.

Kolb (1984) defines learning styles as: (the way an individual perceives and processes information during the learning process) (Kolb, 1984, p. 02).

Malcom (1990) defined the learning style as: "The way the individual addresses problems ... depending on the experiences that are available in the individual's knowledge store and the external environment affecting learning. in solving any problem encountered during educational situations (Malcom, 1990, p. 03).

Learning styles are defined by McNeal & Dwyer (1999) as: (the relatively consistent way in which a student responds to stimuli in the learning environment) (McNeal & Dwyer, 1999, p. 337).

Based on the foregoing, the researcher believes that the owners of the approach centered on information processing are based on the idea of the possibility of modifying the learning Styles from the principle of the possibility of modifying the cognitive structure of the individual, which they consider one of the most important determinants of learning Styles. It is an individual's preferred way of processing information, and of using the abilities that he possesses. It is a human behavior that varies according to the individuals themselves.

2.3.The entrance centered on the perceptual medium: This entry focuses on the auditory medium, the visual medium, and the tactile medium, and according to this approach, the learner prefers one of these media during receiving and processing information. It is done on an unconscious basis so that the learner does not deliberately make this choice, but it happens genetically and on physiological bases.

Moore (1992) adds to that: "The learning style is the individual's style of receiving, processing, processing and learning information based on processes that extend on a

continuum of innate preferences of a perceptual nature that reflect the preferred perceptual sensory media." (Moore, 1992, p. 05).

This agrees with the idea of Kolb (1984) that learning styles: "As a result of an interactive synthesis that combines genetic influences, past life experiences and the requirements of the current environment, where these factors integrate to differentiate into two dimensions that determine learning styles: the reception determinant and the processing determinant. The learner of information or perceptual stimuli involves direct sensory experiences and abstract concepts, while the processing determinant relates to how the learner processes and processes information, and involves active actual experimentation and reflective observations.

3.Learning styles and some similar concepts:

The Confusion may occur in the use of learning Styles and other terms, due to the similarity and overlap between them. Therefore, the researcher tries to clarify this in the following:

3.1.Learning styles and cognitive styles: The learning style overlaps with the cognitive style, and this issue of overlap has been the subject of many researches and studies, where the results of these studies revealed different points of view. Supporters of this view Entwistle, Gretes & Songer, Schemeck In this context, Schemeck sees that learning styles are the cognitive styles that individuals appear when facing a particular learning process. A manifestation of the cognitive style.

There is another point of view that the learning styles is more general and comprehensive than the cognitive methods. The cognitive style is part of the learning style. In the seventies, the concept of the learning style was the dominant one in use, and it was replaced after that, and the works and studies in this field fall under the umbrella of the cognitive method. Dunn supports this view, which holds that the development of the concept of learning styles preceded the development of cognitive styles, and the learning style includes within it the cognitive style (Fares, 2017).

The learning style is distinguished from the cognitive style in terms of characteristics. The cognitive style is characterized by being mountainous and fixed, while the learning style is the outcome of the interaction between the embodiment and experience, and it is relatively stable. Thus, it can be developed through educational experiences and expertise. Kegan et al (1961) see that the cognitive style is: (the fixed performance style that the individual prefers

in organizing his perceptions and classifying the concepts of the external environment), and the learning style is distinguished from the cognitive style in that the learning style is linked to the development of education such as the development of lessons, teaching methods, teaching methods and strategies.

3.2. Learning styles and cognitive controls:

Cognitive controls are organized mechanisms that aim to reconcile internal cognitive structures and their requirements and the external world and its stimuli. It helps direct cognitive activity in a specific situation, since it is a high degree of directive to the activity practiced by the learner.

Jonassen & Grabowski (1993) mentions that cognitive controls are derived from mental abilities, but at the same time they do not represent a specific mental ability, as abilities in various models are concerned with the content and level of the process, but the cognitive controls indicate the image of this activity or a method of maximum performance, which is Thus, it is not like learning methods that carry with it the way in which the individual processes information during the learning process.

3.3. Learning Styles and Learning Strategies:

Many researchers confuse the terms learning style and learning strategies, as there was no distinction between the two concepts, and strategy is usually considered a more general term than style, and that it is a general plan implemented in multiple ways. In general, learning strategies mean the intended use of one or more cognitive processes to accomplish a specific task, and it is defined as a set of conscious steps or behaviors used by the learner to help him acquire, store, retain and retrieve new information.

Learning styles and learning strategies can be distinguished based on the degree of awareness. Learning styles work without the learner's awareness, while learning strategies use a conscious choice from many options. Learning strategies depend on the situation or task, while learning styles ensure a high degree of relative stability. In the middle position between ability and strategy.

From the above, the researcher sees the need not to confuse the concepts despite the functional relationship that is almost organic among them, and this is by giving sound and correct explanations for each of the previous concepts represented in learning Styles,

cognitive methods, cognitive controls and learning strategies, as well as some other concepts. The researcher has tried, as much as possible, to show the similarities and differences and the areas of overlap between them, by giving practical and scientific definitions that clarify the boundaries between these concepts. But taking into account the factors affecting learning styles that will be dealt with in some detail in the next element (Fares, 2017).

4.Factors affecting learning styles:

Standing on the factors affecting learning styles may help to understand the reasons why students adopt a particular style of learning without the other, which allows different pedagogical interventions to evaluate this approach. The factors affecting learning styles include various internal factors or characteristics related to the learner such as previous experiences, gender, values and beliefs. And tendencies ... and external factors related to the teaching context, represented in the type of study, teaching methods, strategies and evaluation methods. These factors can be summarized in the following by Fares (2017):

4.1.individual differences: Individual differences are among the most important factors affecting learning styles, and if we consider that different learning styles benefit the differences between individuals in how they acquire information, ways of processing it, making decisions and dealing with the environment, then the scientific study of learning styles within the perspective of individual differences includes the level of performance that he shows. The learning styles are one of the most important cognitive aspects that help us understand how students perceive and learn and the variation levels of achievement according to the subtle differences in senses, perception, understanding, remembering, imagination, visualization, and experience. And other lower and higher cognitive processes.

4-2-Previous Experiences: Learning Styles are affected by the individual's previous experiences and knowledge in terms of quantity and quality, so that the individual builds his knowledge through the process of building cognitive and mental gains through successive stages of his growth, on which the extent of this influence depends, either negatively or positively. Learning a particular subject related to previous knowledge or perceptions is easier than Learning what is not related to this knowledge, and the first case helps the learner in arousing his motivation and invoking strategies based on understanding and employing them to the extent that allows the processing of his information effectively. Using strategies that solve the problem of incomprehension, so it depends on strategies based on memorization.

4-3-Academic achievement: Yin & Watkins (1998) explained that academically successful students can be distinguished from less successful students according to the learning and study processes that students demonstrate and apply, and this naturally appears in their ability to use effective learning methods that are subject to their individual characteristics and differences (Fares, 2017).

Dunn (1998) emphasized, where she sees that the learning styles differ among individuals based on their academic achievement: high versus low, although gifted students learn differently from each other, and students below the level of achievement have different learning styles on the towards d. Conversely, Honigesfeld (2000) found that gifted students from nine different cultures who had a talent in sports, literature, mathematics, and music had similar characteristics to the learning styles of other students with the same talent.

4.4.Academic specialization: Early educational experiences shape the learning styles of individuals, by establishing a positive tendency towards a specific system of educational skills, and by learning how students learn. Primary education is general and specialization processes begin to develop at the secondary level, and these tendencies to specialize increase in university years. Also, specialization in the field of social sciences affects the individual's orientation towards learning, and this results in specific relationships between learning methods and early training in a specific educational discipline or field of knowledge. Kolb & Kolb (2005) mentioned that students who specialize in literature, history, political science, or psychology tend to have a divergent style, while those who specialize in medicine and engineering have convergent learning styles, and students who have adaptive learning styles They usually have cognitive experiences in education and communication sciences, while those with absorbing learning methods tend to be inclined towards mathematics, experimental, physical and chemical sciences.

4.5.Curricula and Teaching Methods: Effective teaching is what encourages students to adopt effective learning Styles, by helping them know how to benefit from the educational process themselves through their active role while dealing with different educational situations. Therefore, the nature of teaching and its different methods and strategies make the student acquire a specific learning style without others.

4.6.Evaluation methods: Newbel & Jeager (1983) studied the impact of changing the evaluation method of medical students on their learning style by replacing a written test with an applied one. The researchers noticed that the students' focus on the practical test was more than their focus on the written test. The researchers explained that changing the assessment method has affected the student's learning style.

Based on the foregoing and through critical reading of the theoretical framework and previous studies related to learning Styles, the researcher concludes that the quality of education affects learning Styles through the use of appropriate teaching methods.

5.Classifications of Learning Styles:

The most important classifications reported by researchers in the field of learning styles can be summarized as follows:

5.1.The Classification of Rayner & Riding (1997):

Rayner & Riding (1997) classified models of learning styles into three groups:

A-Models of learning methods based on cognitive skills, including: Ramires & Castenada model, which is one of the first attempts to apply cognitive learning methods models to the learning environment.

B-Models of learning styles based on preferences, including: dunn, dunn & Price model, which is considered a learning resource rather than a learning method.

C-Models of learning methods based on learning processes, including: Kolb's model, which was concerned with learning processes and information processing.

5.2.The Classification of Hall & Moseley (2005):

Hall & Moseley (2005) classified learning styles according to their stability or flexibility as follows:

A-Models that depend on learning styles and preferences as a basic configuration, and the most prominent of these models are: the "Dunn & Dunn" model, and the "Torrance" model.

B-Models that reflect learning styles such as deeply stable intellectual building qualities, including ability patterns, and the most prominent models of this category are: the "Riding" model, and the "Gardner" model.

C-Models of learning styles as one of the components of a relatively stable personality, most notably: the "Mayers & Biggs" model.

D-Models of learning styles as learning preferences that are characterized by flexible stability. The most prominent models of this category are: the "Kolb" model, and the "Heny & Mumford" model.

E-Models of transition from learning methods to learning methods, strategies, directions and concepts. The most prominent models of this category are: the Entwistle model, the Sternberg model, and the Biggs model. It is noted that learning styles and thinking styles have been combined as factors affecting personality.

Accordingly, the researcher believes that the classification of learning Styles does not depart from the models designed by scientists and researchers in this field, which will be addressed in some detail in the next element.

6.Models of Learning Styles:

There are some models and theoretical perceptions of learning methods that differ from each other in terms of the number and nature of these methods, or the methods that individuals prefer and follow in their learning, and these models can be presented in the following:

6.1.Model of Entwistle (1981): This model contains three directives related to different motives, which result in certain learning Styles that the individual uses in different learning situations during the learning process and lead to different levels of understanding. The most important trends that result in the different learning methods are:

- Personal meaning orientation.
- Orientation towards achievement.

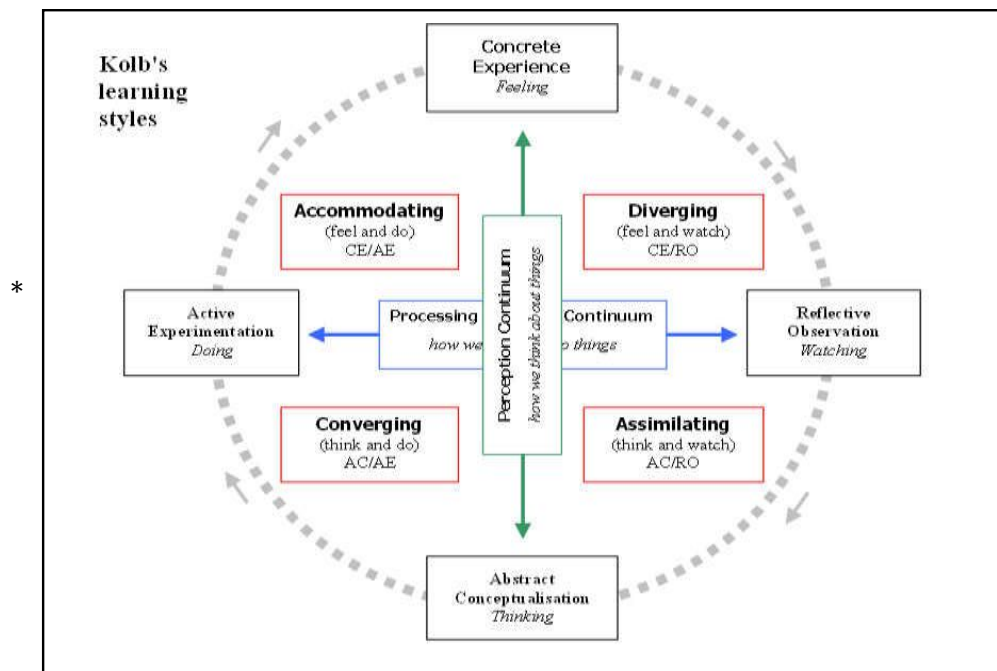
Based on these trends, Entwistle (1981) sees the existence of three learning Styles:

A-Deep Style: The owners of this style are distinguished by their love and their desire to search for meaning and use similarity and symmetry in describing ideas in an integrated manner, in addition to linking new ideas with previous experiences, and they tend to use evidence and proofs in their learning.

B-Surface style: It distinguishes those who are able to remember some facts on a subject, which are related to the questions in this subject, and they depend in their studies on clear instructions, specific approaches, memorization, and the logical method in accessing the facts in detail.

C-The Strategic Style: It characterizes those who are unable to organize their study times, their negative attitudes towards studying, and their external impulse to learn for the purpose of success only, and they always try to obtain some hints and indicators from the teacher in a learning situation.

6-2-Model of Kolb (1984): Kolb (1984) developed a model for interpreting the learning process based on the Experiential Learning Theory, in which he sees that learning consists of two dimensions, the first: the perception of information, which starts from sensory experiences and ends with abstract concepts, and the second is information processing, which starts from contemplative observation and ends with effective experimentation.



Source: Kolb (1984)

Kolb (1984) believes that the individual's thinking style is represented in the way he receives knowledge, the way he arranges and organizes information, and the way he records and encodes, and integrates information and keeps it in his knowledge store, and thus retrieves it in the way that represents his way of expressing it, either by a means Physical sense, or semi-figurative, or in a symbolic way through the letter, word and number. It should be noted that "Kolb" has combined learning and thinking methods in one model through two or polar dimensions of thinking, and four learning Styles.

Kolb (1984) believes that the learning style is determined based on the individual's degree in two of the previous stages, and this course produces four methods:

A-Converger style: The owners of this style are characterized by their ability to solve situations and problems that require one answer, and these individuals are usually relatively emotional and prefer to deal with things when compared to others, and their interests are usually narrow and tend to specialize in natural sciences and engineering. The convergent method includes two dimensions of abstract concepts and active experimentation, where the learner receives information in an abstract way, and processes it in an active way based on experimentation. (Kolb & Al, 1999, p 06)

Dibartoula (2006) mentioned, the dimension of abstract concepts includes organizing information and making decisions based on reason and logic, and effective experimentation includes doing work and trying new ideas, and influencing others through behavior, so they understand They learn by integrating thinking and action. Brower et al (2001) stated that individuals who tend to use abstract concepts and effective experimentation (convergent method) in learning prefer scientific fields, use deductive thinking, deal with things more than people, and solve their problems in a practical way.

Geary & smiss (1995) showed the owners of this style can be described as taking urgent decisions, they are effective in solving problems and making decisions.

B-Diverger style: The owners of this style are characterized by the use of sensory experiences and contemplative observation, as well as their broad mental interests, seeing situations from many angles, and they perform better in educational situations that require the production of many ideas, especially brainstorming situations, and they are also characterized by effective emotional participation. With others, the divergent method includes two dimensions of sensory experience and reflective observation, where the learner receives information in an active, experimental way and processes it in a meditative manner (Kolb & Al, 1999, p. 05).

Dibartola (2006) mentioned, sensory experience includes being in tune with others, and learning from specific situations, and reflective observation includes being able to self-observe, and Geary & Smiss (1995) sees that the owners of this style are good at understanding people. To a large extent, but they can not make the right decision.

C-Assimilator style: The owners of this style are characterized by the use of abstract concepts and meditative observation, and their ability to develop theoretical models in

addition to inductive reasoning, and to absorb divergent observations and information in an integrated picture, and they are not interested in the practical application of ideas and tend to specialize in science and mathematics. It includes the abstract concepts that ensure planning, the use of logic, and the analysis of information, as well as reflective observation, taking into account different points of view before making a decision based on accurate and self-observation, where the learner receives information in an abstract way and processes it in a reflective manner (Kolb & Al, 1999, p. 05).

D-The Accommodators Style: The owners of this style are characterized by the use of sensory experiences and effective experimentation, and their ability to implement plans and experiments, integrate into new experiences, solve problems by trial and error, relying on the information of others, and tend to study technical and scientific fields. The adaptive method includes two dimensions of tangible experience involved in working with people, while effective experimentation includes the ability to achieve the goal and bring about change through action, so they are learned by putting ideas into action, and the learner receives information in a sensory manner and processes it in an active way based on experimentation. (Kolb & Al, 1999, p. 06)

Brower & Al (2001) mentioned, individuals who tend to learn through concrete experience and effective experimentation (adaptive method) prefer the fields of marketing, selling, technical and practical fields, new experiences, and working with people more than things, and do not prefer collecting information themselves. But they have integration into new experiences, solve problems by trial and error and intuition, tend to take risks, adapt to situations, and are able to carry out plans and experiences made by others, and can be described as pragmatic, energetic, and more independent.

6.3.Model of Biggs (1987): Biggs (1987) conducted many studies on this model during the period from (1987-2001), where he came out with three methods of learning:

A-Surface Style: The owners of this style see school learning as their way to other goals, the most important of which is to get a job, and their main goal is to fulfill the requirements of school content through memorization and remembering.

B-Deep Style: The owners of this style are characterized by internal motivation and true understanding of what they have learned, the ability to interpret, analyze and summarize, and care about the study material, understand and assimilate it, and link theoretical ideas with daily life experiences, and they have serious interests towards studying.

C-Achieving Style: The focus of this style is to get the highest grades and not on the task of studying, and they are distinguished by their possession of good study skills and the organization of time and effort.

6.4.The Model of Dunn, Dunn & Price (1998): This model consists of five sets of stimuli, each of which includes a set of elements:

A-Environmental stimuli (sound - lighting - temperature - design).

B-Emotional stimuli (motivation - perseverance - responsibility - structure).

C-Social stimuli (individual learning - learning with friends - learning with adults - learning in different ways).

D-Physical stimuli (perceptual styles - food - time - movement).

E-Psychological stimuli (holistic Styles- analytical methods).

6.5.The Model of Felder (1993): Felder (1993) developed a model of learning styles that includes:

A-Active-reflective Style: The active learner tends to understand information through something active with it, such as discussing it, clarifying it or applying it to others, and tends to work in a team, while the reflective learner prefers to think about the information calmly first and tends to work alone.

B-Sensing-Intuitive Style: The sensitive learner tends to love the learner's facts, solve problems in completely fixed ways, and does not like surprises and complexity, while the rational prefers to discover possible relationships and loves innovation and creativity, and is more comfortable than the sensitive learner about dealing with rules Abstract and mathematics.

C-Visual-verbal Style: The visual learner remembers what he sees (pictures - shapes - maps - movies) in a better way, while the verbal learner can bring out words and define them and explain in speech or writing in a better way.

D-Sequential-Global Method: The sequential learner tends to obtain understanding in steps, each step logically follows the previous one, and tends to follow the logical steps in reaching a solution, while the integrative learner tends to learn through great leaps, and understands The information is randomized without knowing the associations, and then he

gets it all of a sudden, and he can solve a complex problem quickly, but it's hard for him to explain how he did it.

6.6.The Model of Letteri (1980): Letteri (1980) classifies learners according to cognitive processing into three types:

1-Analytical Therapist: He is interested in details and has the ability to tolerate ambiguity, and this is what makes learners successful in school, as they remember facts and follow directions.

2-Holistic Therapist: These learners take the overall picture of the subject and have no tolerance for ambiguity and they do not plan in advance how to complete the task, and therefore their academic achievement is low.

3-Holistic & Analysis therapist: they are between the two previous types, and their level of academic achievement is average.

7.The value of learning Styles in educational field:

Keefe (1987, p. 41) supports of the idea of learning Styles that: "Learning Styles are too big to be a new invention, as they are a new and essential tool for both the teacher and the student. For the learner, it is a major framework upon which theory and application are built in the educational field, and then all recent developments in educational methods must be reconsidered in the light of learning Styles. In the past few years, there has been an increasingly urgent need for teachers to take into account the individual learner, in order to obtain in-depth knowledge of the educational process - for example - to know more about whether they have achieved the purpose of the teaching-learning process, as well as to look at the compatibility of their methods in teaching the preferences of students' learning styles. This is what Dunn (1989) emphasized, where she considers: "The need for teachers to be aware that students learn what they do through education and it is not necessary what teachers teach in school. This is due to individual differences in the ways of receiving and processing information about the world around them. These differences give us some things that are common to others, but the strength and unity of these differences make each one of us a unique case. She goes on to say: "... Each individual has his own style of learning, and this style belongs to him and it is like a fingerprint." She also explains that pupils' preferences can be called abilities because when students learn in ways that are in harmony with their preferences, they show higher scores on achievement and attitude tests than when teaching methods repel their preferences. Learning styles are mostly genetic: three-fifths of the

learning style is biologically imposed on us.” Knowing these methods has become a necessity in education. Knowing how different individuals see things helps us to communicate more deeply, understanding the different interests and needs of students in school. Our acceptance of diverse learning styles helps us provide an atmosphere and experiences that help each student reach their full potential. Schools that take into account the diversity of their members are able to exploit these capabilities in the production of effective learning. This is confirmed by Brandt (1990) by saying: “It is clear that the use of learning methods is a method that helps to communicate the curriculum to all students, a reality in learning.”

8.The importance of learning Styles in our schools:

Learning Styles are a new trend in education based on the idea that learners differ in the way they receive and process information in the department. Teaching methods, activities, appropriate teaching aids, and appropriate assessment methods, which take into account the learning styles of his students, in addition to the fact that the student’s knowledge of his preferred learning method enables him to choose the appropriate cognitive and metacognitive strategies, through which he learns better, as understanding students’ learning is considered It is an important part of the process of choosing learning strategies, but - unfortunately - education often continues with traditional methods and methods that completely ignore the characteristics of the learner and the individual differences between learners and their preferred learning styles. Therefore, the lesson design process should allow taking into account learning methods, and there should be multiple methods and methods, where the teacher uses multiple alternative teaching strategies, in order to direct the direction that allows distinguished education, and to reach the maximum possible extent of their abilities. It should be noted that teaching is no longer the process in which the teacher must follow limited steps. Rather, teaching has become a contemplative process in which the teacher thinks about his educational convictions and teaching methods, and examines them to make sure that they are appropriate to the students’ learning methods in light of the information revolution and educational transformations that require the teacher to Be more flexible in the teaching process. Self-learning also takes a large part of the learning process, and a shift from the method of indoctrination to various flexible educational strategies based on the individualization of learning to suit the individuality of the learners, and making

learning and teaching more enjoyable, attractive and interesting for the teacher and the learner (Fares, 2017).

Conclusion:

Despite the new reforms carried out by the Ministry of National Education in Algeria, and its reliance on teaching with a competency approach that respects individual differences among students, some traditional practices remained on the part of teachers, and this is due to the disorder of their formation, and their ignorance of individual differences, especially learning Styles that help raise results school. So, learning styles are a new trend in education based on the idea that learners differ in the way they learn ... they differ in the way they receive information. All students make some progress, but in a different way.

Every learner has the right to better education, and to learn according to the way in which he can learn. learning may occur for the learner without his own style, and this needs strong internal and external incentives and motives. Therefore, it is preferable for teachers to discover the learner's abilities and to direct their education according to the preferred learning styles in order to develop their ability to solve problems.

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