

and the need for future research to explore long-term effects and personalized bilingual programs. The study believes that with scientific strategies, the quality of bilingual teaching can be significantly improved, supporting holistic child development.

List of sources used

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The concept of university students' learning styles

Jin Yangqin, master student

Belarusian National Technical University

Minsk, Belarus

Scientific supervisor: PhD (Pedagogical), Associate professor

Kavaleva T. G.

Abstract:

This study, conducted through a literature review, systematically examines the concept of "learning styles." The research asserts that "a learning style is a stable, individualized way of acquiring material by a learner, representing a combination of learning strategies and preferences."

We often encounter situations where some students prefer to complete academic tasks through collaborative discussions, while others prefer to solve problems independently, reflecting on them in silence without outside interference. These differences are precisely due to varying learning styles. The term "style" is often used to mean "features" or "habits," implying individuality and consistency. In everyday academic activities, each person demonstrates their own learning style. The concept of "learning style" was first introduced by American scholar Herbert Thelen in 1954. Over the past

seventy years, numerous studies have been conducted in this field, making it an important subject of study in disciplines such as Western educational psychology, learning theory, and didactics. Learning style has been called "the true foundation of modern teaching" [1]. However, there are currently many different definitions of the concept of learning style, as each scholar offers their own interpretation, leading to the development of various theories. As noted by the prominent scholar Thomas Bello, "there are almost as many definitions of learning styles as there are researchers on the topic" [2]. The main, most representative perspectives on defining learning styles are as follows:

Pask [3] argues that "the tendency of students to use a specific strategy in the learning process is called a learning style".

Frost [4]. believes that "a learning style is a student's orientation or preference for learning methods, which shows how a particular student typically prefers to learn within the educational process"

Garton [5] considers that "a learning style encompasses a range of unique, observable behavioral actions that provide us with keys to understanding brain function and its interaction with the world; brain functions show that people learn by relying on the synergistic interaction of both hemispheres, and a preference for one hemisphere forms a learning style".

There are behavioral approaches to the concepts of learning style, for example, "a particular cognitive, emotional, and psychological behavioral way of the learner, which serves as a relatively stable indicator of their perception, interaction with the learning environment, and response to it" (Rahal, 2009); a behavioral pattern that a student demonstrates when concentrating and attempting to master new or complex knowledge and skills" (Dunn, 1978).

Some researchers combine learning style and learning strategies and consider them in a complex (Heiser, 2003; Tan Dingliang, 1995).

There are many definitions of learning style, but no single, universally accepted definition exists. Despite the fact that various scholars describe learning style from different perspectives, their approaches share much in common. This can be summarized in the following aspects:

First, they all emphasize the key role of students' preferred or frequently used strategies, methods, or tendencies in defining a learning style.

Second, they all agree that learning style is characterized by individual differences and uniqueness. A learning style is shaped by the learner's neural structure and functional capabilities, influenced by family upbringing

and socio-cultural factors, as well as through the individual's long-term learning activities. It is distinct and unique, and therefore varies from person to person.

Third, all scholars highlight the stability of learning styles. A learning style develops through prolonged learning and, once established, remains fairly stable, rarely changing based on the content or conditions of learning. However, this does not mean that a learning style cannot be changed. It has a certain degree of plasticity, and educators can apply strategies that enhance the learner's strengths and compensate for their weaknesses in learning.

Based on the above analysis, this study adopts the definition of learning style proposed by Mr. Tan Dingliang, which most accurately reflects the essence and characteristics of this concept. According to this definition, "a learning style is a stable, individualized way of learning, which is a combination of learning strategies and tendencies." However, it is important to note that not all learning methods can be considered learning styles. Only those methods that manifest consistently and continuously, have individual characteristics, and remain relatively stable despite changes in learning situations and content can be called learning styles.

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