



Individual styles of learning and thinking of students

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DESCRIPTION

This was done to look into the connection between students' critical thinking abilities and thinking patterns. Students' thinking styles were evaluated using the Sternberg and Wagners' Thinking Styles Inventory (1992), and their critical thinking abilities were evaluated using the California Critical Thinking Skills' Test B form. The correlation between thinking patterns and critical thinking abilities was significant at a level of 0.95, according to the data. It follows that thinking patterns can predict a student's capacity for critical thought. Additionally, there was a strong and favourable relationship between executive thinking style and the overall scores for critical thinking abilities. The assessment and analysis parts of critical thinking skills did not, however, significantly correlate with executive thinking style. All facets of critical thinking showed substantial connections with judicial thinking style. The findings also indicated that there were significant relationships between legislative thinking style and critical thinking skill levels overall. However, there was no correlation between the evaluation component of critical thinking skills and legislative thinking style.

The core of learning is thinking styles, it provides the background for a student's information storage strategy. Teenagers really enjoy learning about their preferred learning styles when they are a part of a life coaching programme. This is used by students in the

classroom to help them become more conscious of the styles they employ in a situation similar to a cooperative project. Students are better equipped to match their studying and what they're doing in terms of paying attention to the teacher with or without studying methods when they are aware of the teacher's thought process. It's critical for both the instructor and the student to be aware of the type of thinker they are and to adapt their presentation of the subject to suit that style. The two main applications of understanding pupils' cognitive styles are as follows: (Pritchard, 2005). Building off of pupils' existing stylistic strengths and preferences is the first and most obvious option. For instance, a student who is introspective and autonomous in the subject can be encouraged to investigate assignments and activities that call for a fair amount of analysis and independence. On the other side, a person who is impulsive and field dependent can be encouraged to try projects and activities that are more social or spontaneous. However, a second, less evident application of cognitive type information is to help students who require it develop more balanced cognitive styles. For instance, a student who lacks field independence could require explicit assistance when arranging and assessing important academic work (like organising a lab report in a science class). For someone who is already quite contemplative, encouragement to explore ideas impromptu, like in a creative writing lesson, may be necessary.