

## TEACHING PLANNING AND LEARNING STYLES

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### ABSTRACT

This article aims to reflect on the elements that every teacher should consider making the planning of their teaching, among which stand out, the multiple intelligences that can derive from different learning styles in students. From the above, it is about finding different strategies that allow the teacher to carry out activities within the classroom to guarantee student learning, prioritizing collaborative work and the relevant follow-up. The teacher's work revolves around three activities basically: identify strengths and areas of opportunity in students, plan activities based on the above and promote the application of what has been learned in cooperative activities.

**Keywords:** Teaching Planning, Learning Styles, Strategies, Multiple Intelligences.

### 1.0 INTRODUCTION

A fundamental task of the teacher is to identify elements associated with giving meaning and significance in the classroom to the activities carried out by schoolchildren, depending on the multiple intelligences that give rise to different styles of learning, in this way, it is would be adjusting teaching from a sufficiently flexible plan that allows the generation of educational practices that ensure quality learning in students.

Beyond delving into the concepts of multiple intelligences and learning styles, the emphasis will be placed on teaching planning. Thus, the following article aims to put on the table some of the elements that a teacher should consider to optimize the planning of his teaching.

### 2.0 DEVELOPMENT

We want to start by mentioning the types of intelligence proposed by Gardner (cited by Sánchez and Andrade, 2018), to contextualize a little. The types of intelligence are logical-mathematical, linguistic, visual-spatial, musical, kinesthetic-body, interpersonal, intrapersonal, naturalistic, and spiritual. From there, it can be said that the learning styles that the students present are derived, that in this case, we will take the model proposed by Kolb (quoted by Sánchez and Andrade, 2018), which are: active or accommodating, reflective or assimilators, theoretical or divergent and pragmatic or convergent.

The proposal is to reflect on the planning since the strategies are learning links that guide the actions that are designed and guide the activities to be carried out: they are the teaching support and allow detailing what is associated with the educational development of the

students. Thus, this teaching planning process develops a system of support and organization of resources (Cf. Parrilla. 1996).

Then in the classroom, the teacher faces different groups/individuals, from a learning hypothesis, and with it, he plans educational support systems, group and individual organizational forms from the curriculum that involves the object of knowledge, adaptations in content, procedures, and attitudes, and interactive formats. This consolidates not only planning but also teaching units.

Follow-up is essential for the educational learning process to continue in the best conditions: there is a very important consideration in this of the detail of the strategies, since the schoolgirl learns in a culturally determined way, building the new knowledge from previous knowledge. People have style profiles, not just a style, and are variable according to tasks and situations. People differ in the strength of their preferences and in stylistic flexibility; these can be socialized and can vary throughout life. They're not good or bad, they're different.

Schoolchildren's styles are those used most times, and by identifying them, not only as a schoolboy, but as a teacher, strengths, areas of opportunity can be identified, and therefore resources in learning and teaching. If the teacher is able to identify these styles, through a series of existing instruments, the teaching style can be adapted. The proposal is for the teacher to guide or complement this identification process through discussions in the group and, if necessary, individually. Strategies, both teaching, and learning, are interrelated sets of roles, resources, and actions capable of generating activity schemes that can make students act more effectively in the tasks associated with their development Educational. It is up to the teacher to be attentive to its operation, especially if the school needs specialized guidance and follow-up (Monereo C, 2007).

According to Pimienta (2012), a purposeful teaching activity is followed by a strategy for the schoolboy to gain knowledge: if the above does not happen, another activity and strategy is retried. This chain of details is continuous and is based on the educational needs of the participants. A kind of trial and error, not intended to find infallible recipes.

Elosúa and García, 1993, argue that these thoughtful and analytical processes aim to enhance learning, improve mastery of skills, develop organizational habits, record at work, effective study activities, and improve social integration in the group and in the school, just to mention a few purposes.

It is a teaching task to identify criteria for programming strategies taking into account the considerations of learning styles; relating conceptual, procedural, and attitudinal knowledge; using various forms of information processing; promoting complex levels of thought, and elaborating different ways of evaluating. All of the above are framed by educational purposes and objectives.

**The process for teaching planning from this perspective involves at least the following considerations**

- a) Identification of previous knowledge. In this first moment, it is necessary to identify learning styles and skills already consolidated in schoolchildren. The above is usually

associated with the diagnosis and includes evidence about the conditions for learning, detailing skills, strengths, difficulties, preferences, and interests.

- b) this prior knowledge must be transferred to taxonomy and specify the objectives achieved and to be achieved. The analysis and reflection associated with the identification of metacognitive considerations detail the strong areas and areas of opportunity of the participants: special attention will be given, to the differences in learning styles and rhythms. It is suggested that the classification of this knowledge details both the characteristics of understanding, application, analysis, and synthesis: the planned activities will be based on the students' cognitive development and the educational center project.
- c) Application of what has been learned using case analysis, reporting, execution of exhibition activities and extracurricular activities. It is suggested to plan activities that promote cooperative learning, promoting horizontal cooperation and peer tutoring.

### **3.0 CONCLUSION**

In these considerations there is a very important assumption: a learning activity must be characterized by including a variety of strategies, tactics, and techniques that allow meeting different needs, learning styles, and processes of construction of the participants' knowledge. In one activity, one or more capacities with different degrees of complexity can be approached and it is about responding to how I am going to do it? What is the plan? What are the characteristics of this material? of this type ?, what worked well for me, and what did not work to avoid it? how will it be known that the problem has been solved during the process ?, how will it be known that the objective has been met and what is the alternative plan? among other.

It is important to underline the idea of process, in the sense that the univocal culmination of the educational objective should not be expected: the teaching function adjusts and adapts to quality educational care by designing less restrictive socio / emotional and socio / adaptive environments, transferring resources to the socio-cultural environment of the students and identifying predictors of adaptation and maladjustment in the classroom.

Also, it is significant to insist that in this process the teacher is key, since they are the ones that mediate in the acquisition and construction of knowledge in the classroom: the pedagogical relationship, then, can promote actions of interactivity, reciprocity and communication in the Learning of the participants. Thus, the school detail is continuous, permanent and flexible, is part of the school's school project and is a good pretext for collaboration among teachers. The mission is to train thinking and responsible citizens in the face of the current demands of the national education system.

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