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Research Article

THE STYLES VISUAL, AUDITORY, KINESTHETIC AND COMPETENCES IN THE CLASSROOM

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ABSTRACT

The research was conducted a study of learning styles Visual, Auditory and Kinesthetic and its relationship with the generic competencies. Through the application of questionnaires to students of the generation 2016-2020 of Pharmaceutical Chemical Biologist at the Faculty of Chemical and Biological Sciences at the Autonomous University of Campeche. The study population is made up of 82 new students. The results shows that the 42% of the students in the group "A" was kinesthetic, the 37% of the students were Visual in the group "B". And also the 32% of the students were Visual and Kinesthetic in the group "C".

INTRODUCTION

In the Tuning document, describes about the competencies that must be developed in the course of Higher Education and then in professional life, it is noted that many of these competencies are skills and abilities which are considered to be in the different learning styles. The challenge of acquiring competencies is in the classrooms and even more if teachers are prepared for this change. That is to say to the methodological change, for the acquisition of competencies for higher level and for life. Likewise in this project was identified the points of reference for the generic and specific competences of each discipline and established competencies that describe the results of learning, what a student knows or can demonstrate once completed a learning process, both with respect to the generic competencies as the specific (Tuning, 2004).

Styles

For Hickcox (1995) true learning means that the information that is presented and the skills that are acquired can be used throughout life, he believes that teachers should insist on learning activities linked to the real world. After the diagnosis of university students have to make it easier for them to learn to learn, to develop strategies to get information and new skills. In most situations, we tend to use "what has helped us" in the past and we repeat in a quasi-successful automated previous behaviors. So make the diagnosis of learning style of the students in the classroom teacher guides the work to consider the various strategies required to achieve the established competence in the subject.

If we want students to develop their learning styles, then we have to devote a space of time to show them how they learn, what are their strengths and weaknesses in the use of study strategies that is, you need to facilitate new strategies and a variety of situations with enough time to experience and feel "comfortable" with the new strategies. Time is needed to carry forward this process and the development of new skills. It is not enough to only receive information, true learning facilitates the use and application of what has been learned. Within the limits of the powers should dominate the university students of the 21st century, it's precise have to include that must understand how they learn and reinforce these skills that emphasize team work, supervised academic discussion and many times directed by the teacher that enhance the strengths of students, realizing that stand out from their partners.

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The course never ends. When you reach the end of their career they have become obsolete much knowledge. Lifelong learning has become a necessary requirement to remain a professional tool and prepared, and they should continue to be always learning. The ability to know your preferred way to learn, or how to learn in different situations, it may be the answer to the continuous voltage by the "aggiornamento". The advantage of university students for this self-knowledge lies in its emotional maturity, academic and personal. It should not be forgotten that there is any method or strategy that is used to help students understand how learning should be brief and simple, it is a means, not an end, to enhance their learning of the theme of their careers, so also succeed in acquiring the competence established in the subject (Gallego,2013). The diagnosis of learning styles of the students helps teachers plan more adequately their teaching activity and to justify to the student group and share with them the because of the activities and exercises plurals, which are more in line with one or more Learning Styles. The Evaluations: initial, formative and summative assessments should take into account the data of the learning styles and facilitate different proposals for students. Teachers should continue to observe their students throughout the semester to complete the diagnosis made or modify it according to new data that is received. Communication between teachers of these data can enrich even more the task. This is a critical part of the work of teachers during the academies as they seek and find support strategies for students at risk academically or other (Gallego, 2013).

Competences

The skills that are in demand today, what students, and reality itself that has been reached, are demanding teachers to help students to pose and solve real problems, to think, to distinguish the important from the accessory, to get to know himself, learn how to motivate yourself, know your preferences in learning styles, and how can you learn better, learn to share and discuss in a collaborative work with peers, learn how to manage your time, learn how to organize their own knowledge, learn to respect the views of the majority in the group work, to know how to lead democratically. The challenge is in how you can train teachers in these new methodologies. These methodologies are real competence that the teacher must transfer their students in the daily work of teaching and learning; and how competencies that are, it must recognize, or purchase and then transmit with reflection, practical action, training, and not as a mere acquisition of knowledge. This is crucial if we want to move forward. There was an urgent need for a profound change of action, non-transferable, but through a conscious training of skills necessary for life, the study and employment, skills needed to work in the classroom (Alonso and Galician, 2010).

MATERIALS AND METHOD

The following describes in synthetic form the methodology for this study: Participants: in this research had a total of 82 students, with an age range of 18 to 21 years.

Study population: this population was 82 students belonging to the year 2016 of the educational program of Pharmaceutical Chemical Biologist at the Faculty of Chemical and Biological Sciences at the Autonomous University of Campeche. Instruments: Test was applied to the Favorite Representation System (according to the Model NLP) of the author Ana Robles. This test Visual, auditory, kinesthetic (VAK) is to help discover the preferred way to learn. Each person has their preferred way of learning. Recognize the preferences allows us to understand the potential forces in any learning situation.

RESULTS

Consecutively presents the analysis of results of the survey applied considering the classification of the Style Visual, Auditory and inesthetic applied to students in three groups that joined in 2016.

With regard to the Style Visual, auditory, kinesthetic learner will have the following results for the generation that income in 2016 of the group A of the first half of the educational program of Pharmaceutical Chemical Biologist.

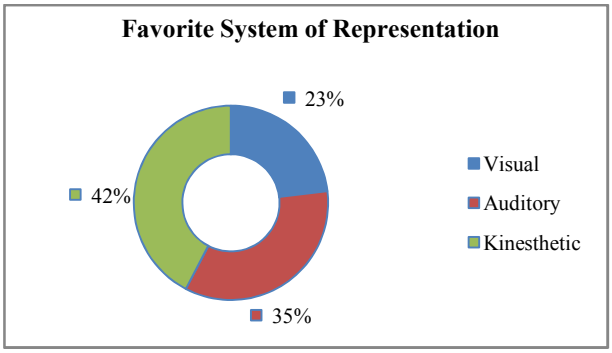

Figure 1 Learning Style VAK Of the students in the group "A" that entered in 2016

Figure 1 shows that the predominant learning style with a 42% was the kinesthetic perception of students entering in 2016.

The following figure shows the results of the predominant learning style of students admitted in 2016 to the first half of the group B of the educational program of Pharmaceutical Chemical Biologist.

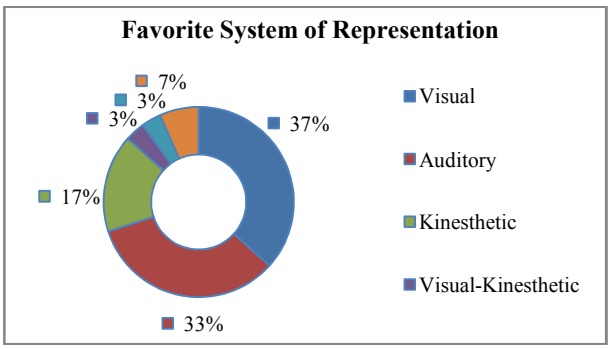

Figure 2 Learning Style VAK Of the students in the group "B" that entered in 2016

Figure 2 shows that the predominant learning style with 37% was the channel of visual perception, of students entering in 2016.

Figure 3 shows the results of the predominant learning style of students admitted in 2016 to the first half of the group C of the educational program of Pharmaceutical Chemical Biologist.

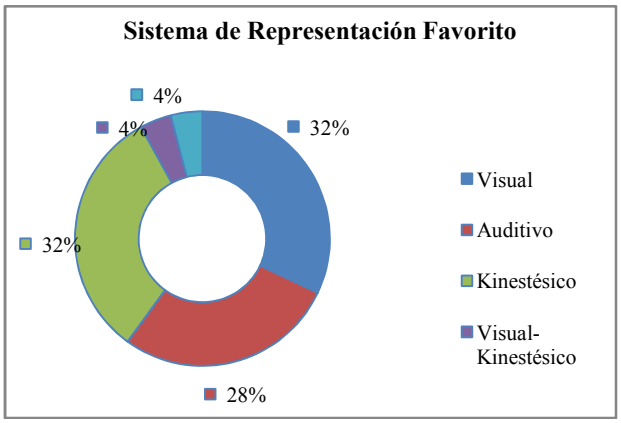

Figure 3 Learning Style VAK Of the students in the group "C" that entered in 2016

Figure 3 shows that the predominant learning style with 32% was the channel of visual perception and Kinesthetic Learner, students entering in 2016.

In the following Table 1 shows the preferred channel of students entering in 2016.

Table 1 Preferred channel per group

Preferred Channel	Group		
	A	B	C
Visual	23	37	32
Auditory	35	33	28
Kinesthetic	42	17	32
Visual-Kinesthetic		3	4
Auditory-Kinesthetic		3	
Visual- Auditory		7	4

In this table 1 shows that in group A are not appreciated combined channels than in the other two groups if given, the traditional which is the auditory, visual and begins to look more use of the kinesis, although there is a very small percentage, 3%, this could be due to the use of the technologies that involve a multifunctionality of young people involves greater body movement, and the traditional channels which maintains "constant" is the auditory.

DISCUSSION

It is a valuable utility to determine the styles for new students since the model Visual, auditory and kinesthetic learner his theory and the Inventory of diagnosis, it is appealing to teachers because it offers great possibilities for action in order to achieve a more effective learning, in terms of recognizing perceptual tracks for which the student prefers the information and also produces a type of learning, considering the main routes or channels of access, that involve vision, hearing, and movement (Giraldo, 2006).

It must be considered that the cognitive traits have to do with the way students structured content, form and use concepts, interpret information, solve problems, selected means of representation (visual, auditory, kinesthetic learner). Affective traits are linked to the motivations and expectations that influence learning, while physiological traits are related to the biotype and the biorhythm of student (Baus, 2004).

There is always to consider that each person learns differently from the others: uses different strategies, learn with different speeds and even with greater or lesser effectiveness even if they have the same motivations, the same level of instruction, the same age or are studying the same topic. However, beyond this, it is important not to use the styles of learning as a tool for classifying students into categories closed, as the way to learn evolves and changes constantly (Baus. 2004).

The strategies of appropriate instruction and consistent first are determined on the basis of the type of content to be taught or the objectives of the instruction (the interactions of content strategy) and secondly, the style of the student determines the value of the parameters that adjust these fundamental strategies of learning (learning interactions-style-by-strategy). Finally, the interactions of content strategy to have priority over the learning interactions style by the strategy regardless of the style of teaching (Merril, 2000).

And it is at this moment where we must consider the technological tools that are accessible to students, the use of the internet, software programs, tutorials, that is to say, digital technology that is changing not only the way of teaching of the teacher but also the form of the student to learn, because some are very fast and skillful to integrate this knowledge, but others are slower in their learning, in the manipulation of the tool, that is to say the tool change, and the teaching-learning process is changing but more slowly, especially on the part of the teacher. It is important to distinguish when a student thinks in images (for example, when 've' in our minds the book page of text with the information you need) can bring to mind a lot of information at the same time, that's why people who uses the system of visual representation has a much easier to absorb large amounts of information quickly. In addition, display helps us to establish relationships between different ideas and concepts (Neyra, 2015).

Another aspect to consider in students is when she remembers using the auditory system of representation makes it sequentially and orderly manner. On a test, for example, the student you see mentally the book page you can go from one point to another without losing time, because you are looking at all the information at the same time. However, the student needs to hear your auditory mental step by step recording (Neyra, 2015). Consider in students when processed the information by associating it with their feelings and movements, to your body, because they are using the kinesthetic reporting system. We use this system, of course, when we learn a sport, but also for many other activities (Neyra, 2015). The concept of learning styles is directly related to the conception of learning as active process, so that the information and the relationship with the data received and shall be drawn up on the basis of their own characteristics. Therefore, the task of the teacher, is to help students develop and integrate various styles of learning (Lentini, 2011).

One of the few things on which practically all authors agree, both in education and in training, is that people learn at different rates and have different learning needs. However our schools, and training programs in general, teach a fixed amount and content by default in a certain preset time interval. Inevitably, slower students are forced to move before they have come to dominate the content, and so accumulated deficit in their learning that will make it difficult to learn related content in the future.

In addition, faster learners get bored up to frustration and lose a lot of time (Reigeluth, 2012). So you have to consider the determination of the styles in the students as this will help us in the classroom the acquisition of the skills established in our classroom programs.

CONCLUSION

You can provide an interesting analysis, with the results of learning styles of students entering the educational program of Pharmaceutical Chemical Biologist since the characteristics of each of these learning styles, demonstrates the ease of acquisition of the skills directly related to the Style Visual, auditory and kinesthetic learner, that must be developed at the top level. We need to consider the determination of styles to include it in the analysis of our diagnosis in the course that is taught as on the basis of this result can work for the contents to perform academies workbooks with the characteristics of the students (channels V-A-K).

As well as determine the weight of the technologies in the kinesis of students and their multifunctionality in the elaboration of tasks.

Directing the student based on their learning style, for a better understanding of the material that is provided.

Provide examples of the three types of learning (involves looking for problems involving the three styles).

For students according to their preferential channel to develop examples of problems or solutions to the same by what teachers must be trained on how students learn and recognize his or her own teaching style.

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