

## Learning Styles of University Students in Relation to Educational Methods

### Abstract

The paper deals with the issue of learning style preferences in the population of university students. It presents the results of research which was conducted at three different faculties. The examination of individual styles is based on the experiential theory of learning (Honey-Mumford). The research results point to a significant preference for the activist and reflector styles, regardless of the respondents' gender and the specialization of their faculty. The learning style preference, however, does not correspond with the most often used educational methods (lecture, reference in seminars).

**Key words:** *learning style, activists, reflectors, theorists, pragmatists, educational methods*

Contemporary school is perceived as one focused on the learner, it means school which sees the learner as a unique personality and helps this personality to develop all his/her abilities, at the same time respecting and strengthening each learner's specific and unique self-fulfilment. The concept of creative-humanistic education stresses that learning should proceed easily, meaningfully and effectively, in the atmosphere of psychological security.

A precondition for achieving the full development of a learner's personality as well as a condition for effective learning is the knowledge of an individual's particular features, in which we can include both the cognitive style (Salbot, V., 2007; Salbot, V.-Sabolová, G., 2004) as well as the preferred learning style. The learning style belongs thus to factors which influence the outcomes of the learning process – possibly the best acquisition of knowledge, but also the development of