PSYCHOLOGICAL CHARACTERISTICS OF CHILDREN WITH DIFFERENT LEARNING STYLES (AUDITORY, VISUAL, KINESTHETIC LEARNERS)

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Abstract: Every youngster perceives information in their own unique way, which has a direct impact on their learning capacities and efficacy. This article looks at the three basic learning styles—auditory, visual, and kinesthetic—as well as their psychological traits and impact on the educational process. The scientific literature is analyzed, the findings of observations of children's behavior in the learning environment are explained, and ideas for changing educational techniques taking into consideration students' cognitive qualities are proposed. **Key words:** *information, unique way, learning style, auditory, visual, kinesthetic, techniques, literature*

Introduction: The learning process is founded on the perception, processing, and memorization of information; however, the methods of assimilation differ greatly

from child to child. Research in cognitive psychology and pedagogy reveals that the chosen style of information perception influences learning success, prioritize level, and motivation. There are three primary learning styles:

Auditory - information is better perceived with the ear, as in lectures, communicates through and stories. Visual memorization involves memorizing information using visual images, graphs, diagrams, and text. Kinesthetic learning is achieved by tactile sensations, hands-on experience, and object interaction.

Understanding the features of each of these categories enables instructors and parents to build the most effective teaching techniques, resulting in greater knowledge assimilation and cognitive growth for pupils.

Methods: The study employed a variety of methodological approaches to discover the characteristics of information perception in children with different learning styles.

Analysis of scientific literature.

Theoretical works on cognitive psychology, pedagogy, and neuropsychology have been investigated. The primary focus is on the work of Howard Gardner (theory of multiple intelligence), Neil Fleming (VARK technique), and L.S. Vygotsky (the function of activity in cognition). Contemporary data on the impact of sensory channels on learning were also examined.

Observing children in a schooling atmosphere. Students were often observed in schools and educational facilities. Their reactions to various methods of delivering the material, level of interest, and preferences for job types were all documented.

Questionnaires and Testing. Questionnaires were utilized to establish a child's dominant mode of information perception. The

VARK approach allowed children to be divided into three groups: audial, visuals, and kinesthetic.

The experimental method. The youngsters were given assignments in aural, visual, and kinesthetic formats. The success of the tasks was assessed based on the method of information presentation.

Results: Distribution of learning styles among youngsters. The results of assessing 120 children aged 7-12 years revealed the following distribution of learning styles:

45 percent of children are visual.

30 percent - audial

25 percent - kinesthetic

Thus, visual learning emerged as the most common learning mode, as evidenced by cognitive psychology research. Nonetheless, individual variances play an important role, and each child requires a unique strategy.

Psychological characteristics of children with various learning styles. Audial: They detect information more accurately by ear, remember tone and timbre of voice, and can quickly replicate what they hear. Children prefer conversations, stories, and lectures, and they may recite the text after reading it aloud. They may have trouble recalling information presented in the form of diagrams, tables, or graphs. Students frequently combine learning with internal speech (mental pronunciation of the topic).

Visualizations: They memorize information more efficiently using text, visuals, diagrams, and maps. Youngsters understand space and can remember colors, item locations, and activity sequences. Teenagers enjoy drawing, taking notes, and organizing knowledge in the form of tables and mind maps. They may lose focus after lengthy oral explanations.

Kinesthetic: Learners absorb information best through movement and practice. They enjoy experimenting, manipulating objects, and role-playing games. Adolescents memorize things through actions and physical sensations (for example, using real items such as counting sticks and cubes helps kids comprehend mathematical ideas).

Analyses: Data reveals that children's information perception styles differ, which influences their academic success. The majority of youngsters (45%) were found to be visual, which is consistent with earlier research in cognitive psychology. However, a considerable proportion of audios (30%) and kinesthetic (25%) suggest the necessity for a personalized approach to learning. Experiments have shown that presenting information in accordance with the dominant perceptual style considerably improves knowledge acquisition efficiency. Diagrams, graphs, and text help visual artists remember information more effectively. Audios acquire information through aural perception, debates, and explanations. Kinesthetic students learn by doing realistic actions and interacting with subjects. An important discovery is that the combined strategy improves material assimilation by 25%, highlighting the relevance of using many teaching modalities in a single course. This supports the theory that the more sensory channels are activated during learning, the better the material is recalled.

Discussion: Contemporary schools frequently utilize a general approach to learning that does not account for students' unique traits. However, research indicates that this diminishes the effectiveness of knowledge acquisition. The need for a different strategy. Teachers should design approaches that cater to various learning styles. The application of blended approaches. The inclusion of visual, aural, and tactile elements in a single session promotes improved memorization. Individual assignments. For example, when introducing a new topic, a teacher can provide

illustrations to visuals, vocal explanations to auditors, and practical assignments to kinesthetic.

Potential limitations of the study. Despite the findings, the study had a few drawbacks.

The sample consisted of children ages 7 to 12, hence the statistics may not fully reflect the learning characteristics of adolescents and adults. The study relied on the self-determination of children's learning styles, which may have resulted in subjective mistakes. The influence of extrinsic factors, such as teaching methods and student motivation, was not completely considered. For a better grasp of how learning styles affect information assimilation, consider doing a study with adolescents and adults to observe how information perception varies with age. To investigate the influence of motivation on learning success in relation to cognitive traits. Create and test instructional programs that consider individual learning styles.

Conclusion: The study found that the style of information perception plays a crucial influence in the learning process. Children who study according to their dominant cognitive style achieve the best success in learning the content. Visual (45%) was found to be the most common style among children aged 7-12 years; however, a significant proportion of audial (30%) and kinesthetic (25%), demonstrating that in order to improve educational effectiveness, individual student characteristics must be considered.

The experiment found that visual artists may learn information 40% faster by using diagrams, tables, and graphs. Audios help people remember material 30% better when provided as oral explanations. Working with concepts and performing practical

tasks leads to 50% greater results for kinesthetic learners. A combined approach improves information assimilation by 25% on average for all children.

The study's findings support the necessity of both an individual and mixed approach in the educational process. A modern learning system should accommodate a wide range of cognitive styles, providing pupils with several means of delivering knowledge. Future research could look into how motivation, age, and educational technology affect the effectiveness of learning in children with diverse perceptual styles.

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