"A Study in Learning and its Patterns: A Field Study in the Baiji Refinery"

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Abstract

There are many advantages to learning styles. The most important of these is to think of them as tools for identifying individual differences. This helps us to help students learn and discover their teaching methods, providing them with communication tools to use in school subjects and many contexts, including outside school.

Education is an essential process in life. It cannot be separated from human activity, but it is considered to be the essence of this activity. In the education process, people gain most of their personal experience, thereby growing and progressing and being able to face danger. Environmental. And be able to control, recognize, and utilize nature; express behavioral patterns in various forms; establish social institutions; create science, culture, and art; preserve and spread them from generation to generation; and teach them to become the energy that makes nature permanently change.

Keywords: Learning, Teaching, Learning Patterns.

Introduction

Scientists have always been interested in studying the topic of learning and trying to explain learning in humans and animals and what underlies human behavior, since

the learning process is integrated into most voluntary behavior. It should be noted that scientists agree on the centrality and importance of learning topics. However, the difference lies in the interpretation and research of the topic. As a result, many theories have emerged to explore and explain what learning is. It is important to note that theories in the natural sciences are different from those in the humanities. It exists in the natural means of science (an overarching framework consisting of a set of established and empirically realizable laws and facts). In contrast, the humanities are (forms of hypotheses and hypotheses proposed by the researcher in the hope of explaining certain phenomena to him). They are therefore considered closer to the point of view.

In the field of education, it is assumed that teachers are familiar with learning styles and modern education policies, and respond to the age and characteristics of learners to provide them with education and appropriate activities that develop their abilities and energies as learners, guide them to It's essential to learn the right way to get valuable results.

Research Objectives

The study aims to understand educational models that help identify activities suitable for learners.

The History of the Research for Learning among Arab Muslims

Holy Quran: This is the book revealed to the Prophet Muhammad (may Allah bless him and grant him peace). The miracles wrought by his words are revered through recitation, and his words are frequently narrated and recorded in the Qur'an from the beginning of Surah al-Fatiha to the end of Surah Anas.

- **Sciences of the Holy Quran**:

The sciences of the Qur'an are comprehensive subjects related to the Qur'an in many aspects. Each subject is a science in itself, and the Qur'an has a science that includes the interpretation of abolition and abrogation and the grammar of the Qur'an, etc.

Here, we refer to the Quran as it contains wisdom about the patterns of learning, so we studied the folk scriptures and the Meccan scriptures to find out the differences in patterns; the Meccan scriptures are characterized by Rigorous and sharpness. The recipients are arrogant, exposed, and unsuitable for them, except Surat Al-Muddaththir and the Moon.

Although most folk poetry is characterized by gentleness and lighthearted discourse, most recipients are submissive.

We also see that the Meccan verses are brief and powerful, and because the addressees are hostile to suffering, they are addressed accordingly.

As for al-Madani, first of all, the length of the verses and the mention of the judgment, there is no justification for the dissemination of these verses, as their conditions require it (Yaqoob, 2015, 58).

History of Research in Education

It is divided into three sections (Abu Jadoo, 2020, 201):

First: Pre-Behavioral Stage This stage begins with the philosophical thought of (John Locke), who laid the foundation for the theory of the collapse of the English mind. John Locke emphasized that the human mind produces a blank page that experience is subsequently overcome (Emanuel Kent). Still, he called for a revival of the earlier concept of learning that the human mind has its inherent processes independent of experience. (John Locke).

Second: Behavioral stage: It is an extreme form of the related theory adopted by John Watson and is based on the classic breach theory of the famous Russian scientist (Ivan Pavlot) and the American scientist (Boris Skinner) and many scientists who have unmistakable fingerprints on the stages of the learning process.

Third: Contemporary phase: A phase in the history of learning research in which psychologists' thinking has tended to place greater emphasis on the development and programming of the organism's affective and cognitive abilities in learning, while interest in identifying these patterns has declined.

Organization in chains of behavioral events can be achieved experimentally, along with increased interest in binding, reinforcement, and motivation.

The Meaning of Learning:

Definition of education: It is a semi-permanent change that is the result of experience, practice and training rather than just maturity, it does not include temporary changes (due to illness or fatigue) (Shaheen, 2011, 44).

It is also defined as "a relatively constant change in experience or behavior due to one's activities, and is not the result of natural maturation nor a hypothetical concept derived from practical learning." (Al-Aboudi 1434, 13).

Teaching

The word teaching is derived from the word (lesson), so we say the book lesson and the like, that is, he taught it and studied the book and the like, "he studied it and pledged to memorize and read so as not to forget it, and it is already meant to learn something by giving them information about it, although education as a system contains many existing relationships and includes reciprocal influence between all parties to the educational and educational process (teacher, learner, administration, school, educational systems and regulations, educational environment.... etc.).

Education itself is one of the essential goals to be achieved through teaching, as education is one of the most significant returns in the teaching process. Through the teaching process carried out by the teacher, some obstacles, knowledge, and skills can be acquired. Thus, the student learns what the teacher teaches.

Because of this narrow conception of teaching - and this is natural - some people mistakenly believe that the teaching process is the process of transferring information from the teacher's mind to the empty mind of the student, where it is absorbed and received by the student.

This misunderstanding makes teachers the primary source of knowledge and learners the passive future of knowledge. Some people may mistakenly believe that teaching is a "job without a job," meaning that anyone with some knowledge but no job to do can teach. Some may consider teaching a science, others art, and still others an innate gift (knowledge transfer, science, art, profession, or innate inclination).

Teaching is a natural human process with particular consequences for those responsible. It is the process of understanding and completing life between teachers and learners, between learners and learners, between teachers and learners, and between them and knowledge, skills, information, trends, values, technologies, etc. On the other hand, this complex dynamic process extends to more comprehensive and engaging sources than prescribed learning materials since it is not limited to the classroom. Still, it includes everything within and outside the school, including extra-school learning resources. In the age of environment and open skies, the Internet expands the world's learning resources.

If the teaching process is a process of communication and understanding between two or more parties - according to communication theory - there must be a teacher who sends the message in some way, and the message reaches the learner's future recipient. and through specific media.

Therefore, if no one learns anything from the teacher, we cannot say that he has a thriving teaching process, and teaching cannot be described without talking about learning at the same time, which means that learning does not depend on teaching. "We learn many things in life, but we learn them without the help of a teacher, or, as they say, we learn them from life itself, either by experience, or by trial and error, or by chance, or without Teachers, for example, parents "moon" their children, a group of comrades teach each other words and customs, a young man learns from his friend's ways of dealing with brotherhood, cooperation and participation, and can learn something harmful or valuable, in addition, Parents learn new concepts and meanings from their children, such as self-expression, and accept ideas and values that change and contradict their values and ideas. Some of these learning processes are intentional and conscious learning, and others are unintentional. Or not The plan, however, is to discover something from the knowledge of the individual, and we can say more: "I found a teacher. "Our theme here is intentional and targeted teaching based on previous planning, and the focus here is on teachers and the skills and responsibilities required for their work. Our primary concern is with learners and what happens unconsciously when they learn. (Shaheen, 2011, 6).

A career in teaching requires proper preparation on the part of the teacher. In order to ensure the mastery of the essential competencies required for success, education requires a set of essential competencies that must be identified, taught to the future teacher, and ensured that he has mastered the teaching activity before the educational institution allows him to pursue this profession. In fact, the role here is that of teacher preparation schools, which need to rethink their curriculum completely.

What is Teaching?

Many people believe in teaching (art), and some people have a talent for teaching; it is enough for teachers to be familiar with their professional subject and excel in their

subject, whether it is social work, sports, or art, to achieve success teacher, which means that he is (a born teacher), this misconception excludes the professional preparation process of teachers. Although many misconceptions do not agree with this point of view, teaching requires sufficient talent on the part of the teacher and the means to train the teacher; teaching is no longer what it used to be: a "profession for the non-professional", i.e., special conditions apply in the fields of medicine, engineering or law and requirements, and anyone wishing to teach must comply with these conditions and norms.

Teaching concept

The teaching philosophies of countries around the world vary according to the educational philosophies of their curriculum. They are usually viewed from two directions, one of which is called the progressive trend and the traditional trend. In view of the (progressive) trend, the teaching concept is defined as all efforts made by teachers to help students develop according to their preparation, conditions and potential. The following limited trends can be considered when determining the significance of teaching: (Shaheen, 2011, 7).

1. Treat teaching as a process in which teachers transmit information to students.
2. View courses as facilitating or facilitating learning.
3. View teaching as a dynamic activity with three elements: subject teacher and students.
4. Think of a course as an event that occurs under specific conditions between the three elements of the course.
5. View teaching as a process of human communication.
6. Treat teaching as a practical activity.
7. View teaching as a system of interactive and dynamic relationships of multiple components and elements.

8. Treat teaching as a decision-making process.
9. View teaching as a profession performed by those who teach students and as an organized field of knowledge.
10. Consider teaching as an organized field of knowledge.

Why we Learn?

Why we teach learning:

Learning is how we can achieve adaptive behavior.

It is considered the central pillar of all aspects of development (psychological, social, innate).

It is not limited to the acquisition of ideas and information, but also includes various habits and skills. Everything an individual acquires in one form or another is simply the product of a learning process that continues from birth to death.

What is the difference between learning and teaching?

It can be said that the difference between learning and teaching is: (theory of learning and thinking).

1. Learning is a continuous process from birth to death, while education is a stage that ends at a certain age after obtaining a higher degree.
2. Learning can be intentional or unintentional, while education is always intentional.
3. Learning can be subjective or non-subjective, and the presence of the teacher is dominant in education; hence, it is called non-subjective.
4. Learning can get better, it can get worse, and education is always considered good.

It can also be said that any change in human behavior is a kind of learning. If the following conditions are met, it is called education:

- Determine the time and place.
- Determine the curriculum and control it qualitatively and quantitatively.

In other words, the difference between teaching and learning is:

Learning differs from education in that education is an activity performed by a qualified person to facilitate learners' acquisition of necessary skills and knowledge. On the contrary, learning is the learner's self-effort to acquire the skills and knowledge he wants to acquire. (Al-Aboudi, 1434, 14).

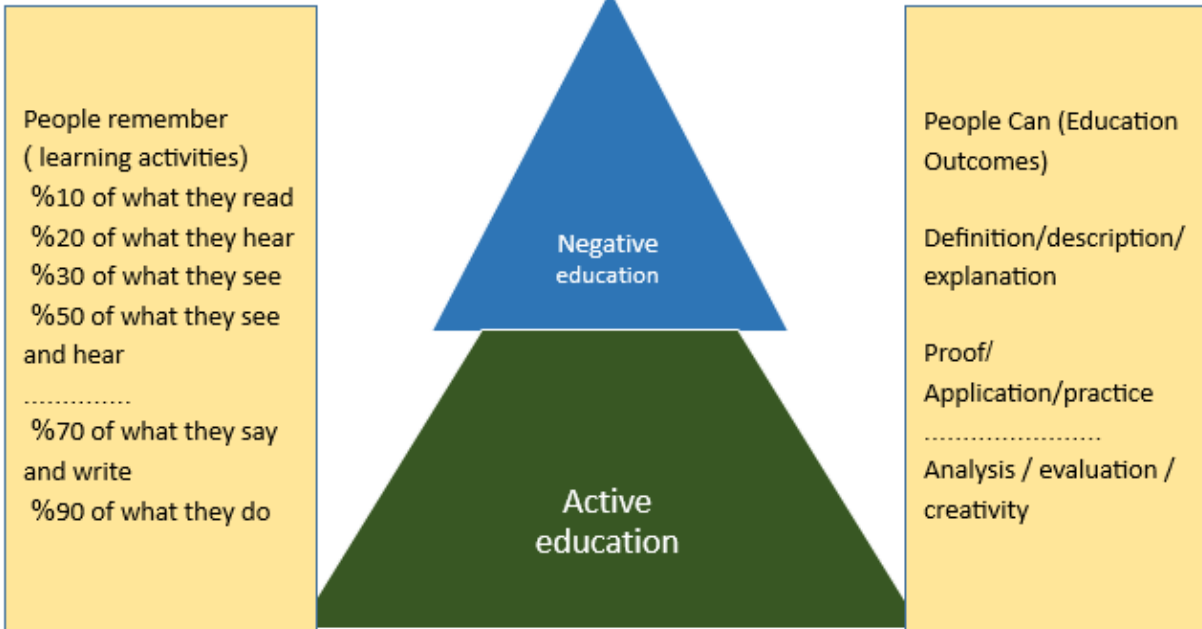**Principles of Quality Teaching and Learning:**

Learning is not a game where you challenge your memory while recalling knowledge and information. However, the purpose of education must be to understand, assimilate, and transfer to learners' skills and information, as well as the ability to apply them in new situations, and this can only be achieved by considering the seven principles of education: (Al-Aboudi, 1434, 18)

1. Strive to promote teacher-student interaction and ongoing teacher-student interaction, both outside and inside the classroom, as this is the most critical factor in student motivation and engagement and enables learners to reflect on their values and plans.

2. Work to promote collaboration among learners as learning in a collective format is more encouraged because good education, like good work, requires collaboration and participation rather than isolation and competition.

3. Encourage active learning: Learners learn not by taking notes and listening, but by writing and talking about what they have learned, connecting it to previous experiences, and then applying it to their daily lives.

4. Provide rapid feedback because the learner's knowledge of what she has learned, has learned, and has not learned helps her understand and evaluate the nature of her knowledge. Learners must reflect on what they have learned, what they should learn, and evaluate what they have learned.

5. Make sure you have enough time to study, as time is a crucial factor that affects the level of learning. Providing appropriate time means effective and beneficial learning for learners and effective teaching for teachers.

6. Set high expectations: High expectations are critical for all categories of learners. Expect more and find more meaningful responses. Respect talent, diversity, experience and learning styles. Due to the diversity of learning methods, learners need opportunities to showcase their talents.

How do we encourage learners to learn effectively and proactively?

By recognizing how learners move from recipients to active agents in the educational process, it is possible to encourage and motivate learners to learn effectively and proactively. This is done by taking into account learning styles. The figure below shows the correlation between the level of learning outcomes and the level of use of active learning and practical application activities in which student roles are activated (8).

People remember
(learning activities)
%10 of what they read
%20 of what they hear
%30 of what they see
%50 of what they see and hear
....
%70 of what they say and write
%90 of what they do

Negative education

Active education

People Can (Education Outcomes)

Definition/description/ explanation

Proof/ Application/practice
....
Analysis / evaluation / creativity

Study Method

The word style means form or style in Arabic. Although style is more related to personality, the concept of style is more associated with research in cognitive psychology.

Can be defined programmatically:

This is the method by which students absorb and understand based on the information and ideas imparted in various courses. It can also be defined as the way students use it to acquire knowledge, as every student has their way of learning. (Mohammed, 2010, 20).

There are different learning methods, including personal teaching methods, designed to help people learn better. It is believed that most people prefer a specific style of interacting with information.

Teachers' understanding of crucial learning styles has a positive impact on the efficient acquisition of skills and knowledge and the achievement of good learning outcomes. Understanding learning styles can help identify differences in the way people process, receive, and deal with different educational experiences. The idea of learning styles is based on the fact that students think and absorb information differently. This requires providing all students with appropriate learning resources and activities to help them consolidate information in their memory understand it and gain skills and experience.

Learning style is not about what students learn, but how they learn more effectively.

Definition of Learning Styles

It refers to how students learn better and varies from individual to individual. There are many ways to learn, from learning (discovery) to learning (collaboration) to learning (collective) to learning (self) to learning (exemplary). Learning styles are also defined as expressions of differences in how individuals learn, and learning styles are characteristics and relatively permanent trends that characterize a large number of intellectual activities, compatibility, and tasks. The inherent advantage of learning styles is that they are viewed as tools for thinking about individual differences. By helping students discover their teaching style, we give them the opportunity to develop tools that can be used in school subjects as well as in many situations outside of school.

Flyder_Silverman Rating:

In 1988, Richard Flieder and Linda Silverman developed a learning styles model in which they focused on the most critical learning differences to provide teachers with ways to develop strategies that meet all student learning needs. The on-demand teaching model provides a good and solid foundation. The model classifies students into specific or different categories based on their preferences in each of the following dimensions. (Khalifa, 2017, 35)

Sensory: Emotional, practical thinkers are attuned to procedures and theories rather than abstractions; creative abstract thinkers are attuned to implicit theory and meaning.

1. Visual: Prefers observational representations of materials such as diagrams, graphic images, and maps, while (Silver) prefers verbal or written explanations.

2. Active: Rather than (meditative) learning, he prefers to learn by touching objects, experiments and group work, he prefers to learn through deep reflection and prefers to work alone or with colleagues.

3. Sequential: This is a linear thinking process that is completed in small, incremental steps, whereas the overall school year has an overall thinking process that requires learning in giant steps.

The Seven Learning Styles

Psychologists have discovered that there are seven specific types of learning styles, which are the ways students acquire knowledge. Every student has their own way of learning, and learning styles vary from student to student, e.g., through different fingerprints. Understanding students' learning styles helps teachers prepare activities and learning experiences that are aligned with each student's needs and tend to be valuable, meaningful, and effective. Determining a student's learning style requires

understanding how students learn more effectively; these patterns are: (Mohammed, 2010, 20-22)

1. Linguistic Style:

It is a mode of using language, whether foreign or native, to express one's ideas and understand others, such as writers, poets, orators, lawyers, and actors. Business people, this model wants to practice learning strategies that include writing letters, poems, stories, and descriptions of things and events. Moderate and lead oral discussions, conduct oral presentations and conversations, and produce audiotapes. Write or publish news reports. Create a written or sung logo. Write or sing slogans and ask interview questions. Keep their journals and journals and write oral defenses (e.g., lawyers). Create a pun that fits the lesson theme. Tell stories and write different types of jokes.

2. Logical Style: Mathematical Thinking:

He is a person with the ability to think mathematically and logically, understanding the basic principles of causal system knowledge and statements, just like how scientists and logicians work. They can manipulate expressions, numbers, and operations like mathematicians like Archimedes, Isaac Newton, Galileo, and Einstein. This model is designed for practicing learning strategies including tabulating and organizing facts, using thinking skills, abstract formulas, using symbols, logical solutions to problems, solving (puzzles), discovering connections, analyzing information and data, using graphics to organize and Analyze code (e.g. analyze code and models), create and find drawings, conduct experiments, formulate hypotheses.

3. Musical Style:

It's a style of being able to constantly think about music, understand music, listen to music passionately, and maybe even manipulate music. Caring and musical students can not only memorize musical passages quickly, but also occupy a lot of space in their minds (Beethoven, Mozart, Farid Atrash, Abdul Wahab). Etc. This style always encourages practice in expressing learning strategies through singing or writing songs or systematic hymns. (from content). In addition, you will develop or use rhythm models as a tool for learning poetry, composing hymns, converting words into songs, finding song titles that explain content interpretation, and identifying representative musical genres. study. Create music games, use musical vocabulary as working stories, set up instruments, imitate sounds, and incorporate ambient sounds into classroom performances.

4. Bodily Style:

A person who is able to use their entire body or a part of their body (fingers, hands, fingers, arms) to solve a specific problem, demonstrate a type of product, or create something, the best examples of which are athletes of all types. This style is designed to practice learning strategies presented in systematic dance pieces (with movement). Perform continuous motion) dynamics history. role-playing game. Reenact sitcoms or targeted dramas. Tradition. Preparation of drafts and models. Representative of martial arts. Put together a puzzle (a mysterious story, a focused sports description).

5. Visual / Spatial Style:

He was a man who could imagine the world of space in his mind, much like a sailor or a pilot roaming the vast world of space. This imagination enables him to use it in science and art, and if he turns to art he can become a sculptor, painter, or architect. Some sciences focus on this skill, such as topology and anatomy. Michelangelo and Leonardo da Vinci's "Casso" is a good example. This style is mainly about practicing

learning strategies such as creating infographics, ads, charts, or movies, videos, photo albums, and poster templates. Create cards and models with colors and shapes to develop or use targeted imagination. Learn about colors. Watch educational movies. play machine.

6. Self-centered Style:

They are the ones who know something about themselves. They look for their own interests - they have depth and self-understanding, they know who they are, they know what they can do, what they want to do, what they are attracted to, and what they should avoid. As teachers, we call on our students to understand themselves because they are prone to frowning. They also tend to know what they can and cannot do, they like to know where they are going and if they need help, and they are very focused on their inner dreams. This style is also designed to practice study strategies presented in a journal or personal newspaper. in which he updated his short- and long-term goals.

7. Social Style: Interpersonal:

It's someone who is able to understand other people's ideas, mediate their conflicts and lead them. It's a skill we all need, but it's essential if you're a teacher, businessman, doctor or politician. Anyone who deals with people should be competent and competent in the social environment in which they live. This style also involves practicing learning strategies (feedback) provided by the teacher or classmates. He values the feelings of others and shows empathy for others. Furthermore, he is able to communicate with others fluently, i.e. H. He can cooperate. Be open to feedback. Understand the motivations and needs of others. Have cooperative learning strategies. Participate in group projects. He teaches others new things. He acts, can imitate, can learn from people outside the school, and can express his own opinions and techniques. Define rules for group work.

Factors that Affect the Learning Process

I will explain these essential elements or factors of learning (learning and thinking skills) in detail Experience:

It shows a situation that a person has experienced and been affected by as if they were aware of the feeling and what caused it. It is everything that affects a person's behavior from the outside and causes him to have feelings or consciousness.

- **Practice:**

A relatively structured experience. Repeated occurrence of the same or similar responses in relatively structured environmental situations. For example, extracurricular activities.

In the kit, we have two types of exercises:

- Practice to remember.
- Practice to improve.

Practice memory (learning and thinking skills)

It is intended for examination only by students studying the subject. He memorizes the definition of a word - its meaning - a rule, but can't remember anything the next day or on the day of the test. To achieve this goal, students think of repetition not just once, but multiple times. This type may result in insufficient learning.

Studies have shown that learning is more effective if it is linked to:

1. personally essential things.
2. Things that are of great personal benefit.
3. Finally, if he learns it in order to understand it, rather than just memorizing it without understanding it.

Practice to improve. The goal is not just to repeat what he did, and this type is required because he is practicing the skill he wants to improve.

- **Training:**

It is the most organized, concrete, and fluid form of experiencing the organized situations an individual faces. Most academic subjects involve a series of exercises designed to enrich the student's experience.

- **Maturity:**

The general meaning of maturity is such-and-such (maturity), which means that all behavioral and mental abilities of a person have been fully developed. This concept is incorrect because maturity in the scientific sense refers only to physiological changes, i.e., general muscular, physical and neurological maturation.

Maturity: A progressive process involving regular, predictable changes independent of experience, training, and practice. For example, a child crawls before sitting, stands before crawling, and walks after standing. This depends on the environment, so this is maturity. It refers to the innate factors of human behavior, which in most cases manifest themselves as physiological changes in the structure and function of organisms due to genetic factors. For example, we notice that the child is gaining weight and has tight muscles. These are some aspects of his maturity. These changes must occur before specific behavioral patterns emerge. We conclude that maturation occurs when most children of the same age develop semi-permanent behavioral changes without the opportunity for training. Maturity is a continuous process of inner growth that occurs unconsciously.

The effect of maturity on learning is that unless an individual reaches sufficient maturity, they cannot learn. It is unreasonable to force a child to write before his

finger muscles have matured, or for a teacher to speak to young students in abstract words and meanings.

In the learning process, maturity is the prerequisite for a person to be willing to learn. Some people believe that the absence of congenital disabilities is the only requirement for the learning process, but this is not the case. (11).

Other Factors Affecting Learning Apart from the four factors discussed above (Experience – Education – Practice – Maturity), other factors influence the learning process, namely:

- **Motivation: (Learning and Thinking Skills)**

An internal state that enables behavior to be stimulated, directed, and organized toward specific goals. There is an essential point in the learning process, which is the goal. The goal is always to satisfy the learner, and this feeling may be a result of the teacher's use of the word "right." Adult feelings of contentment and acceptance is an essential example of the importance of contentment in learning and repetitive behavior. Although a child may be punished for a specific behavior, he will repeat the behavior at other times because he is so eager to get the adult's attention and thereby achieve his goals. Or even a student who speaks the foul language to teachers treats younger students poorly, plays games in class, and sacrifices teacher and school approval to gain the admiration of their peers.

- **Emotions:**

A psychological state characterized by intense emotional characteristics accompanied by rapid physiological changes. The difference between motivation and emotion is that emotion is limited to describing responses that have an emotional or unknown color. As for motivation, like stimuli that influence the following types of emotional responses: aggression, fear, and anxiety.

Experience: Situations that people experience and are affected by.

Practice: It is a relatively structured experience that involves repeating the same responses in similar situations.

Training: This is the most organized type of experience.

Maturity: A progressive process that results in regular, predictable changes independent of experience, practice, and training.

Motivation: an internal state that causes behavior to be stimulated, organized, and directed toward specific goals.

Emotions: It is a psychological condition characterized by intense emotional characteristics accompanied by rapid physiological changes.

Types of Learning

Learning can be divided into three main types: (Al-Aboudi 1434, p. 22)

1- Competitive Learning

Competitive learning is considered to be one of those aspects of subject-focused learning in which the learner's position is negative. The lecturer is the primary source of learning as he provides information to the learners and assessment is standard.

Individualistic Learning

It is the trust in learners to work independently of each other and in their ability to complete assigned tasks on their own. The learner's motivation to complete the tasks assigned to him must be aroused on the basis of his unique talents. The role of the teacher here is to design the course so that the learner is not distracted, provide him with the necessary learning tools and answer his questions.

2- Cooperative Learning

Many researchers interested in education emphasize the effectiveness of cooperative learning. Cooperative learning improves learners' motivation and ability to think critically. The focus is on teamwork, focusing on teamwork among learners and using these relationships to inspire learning.

Stages of Learning

Research shows that learning occurs in three primary stages, which can be expressed as follows:

1. Acquisition stage: This is the stage in which the learner engraves the learned material in their memory.

2. Storage stage: characterized by the storage of information in memory.

3. Retrieval Phase: This is the ability to extract information stored in the form of a response.

To understand the psychological importance of learning, you need to know what you can't learn. Learning is more than just what happens in the classroom. But learning happens continuously in our daily lives, not just doing everything well. Mistakes are also seen as learning. Learning is not limited to skills and knowledge, but also includes learning emotions and attitudes. Learning is a continuous change in the learner's behavior. The result may or may not be intentional. It's not intentional, but interspersed with interactions and experiences. But changes due to maturation do not belong to learning, nor do they include temporary and urgent changes due to hunger and fatigue.

• Active learning

Learn more about active learning:

It is an educational philosophy based on the learner's positive attitude towards the educational situation and includes all teaching procedures and educational practices aimed at activating the learner's role, since learning takes place through research, work and experimentation, and the learner's autonomy To enhance access to information, mastery of skills, and formation of attitudes and values.

Active learning does not focus on rote memorization but cultivates problem-solving abilities and thinking as well as teamwork skills.

• The importance of active learning (Manal Hassan, 2016, p. 120)

1. Improve learners' integration in the learning process.

2. Motivate learners to increase and diversify production.

3. Stimulate social relationships among learners.

4. Develop expression skills and self-confidence.

5. Encourage learners' love of thinking and research.

6. Stimulate the desire to learn and master.

7. This allows you to discover learners' tendencies and meet their needs.

8. Provide learners with vivid and compelling educational situations (24).
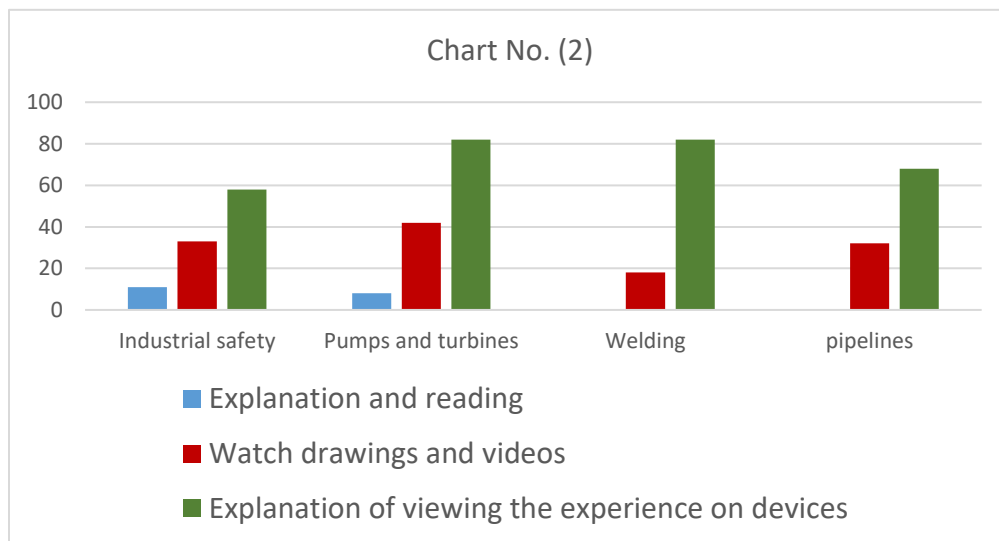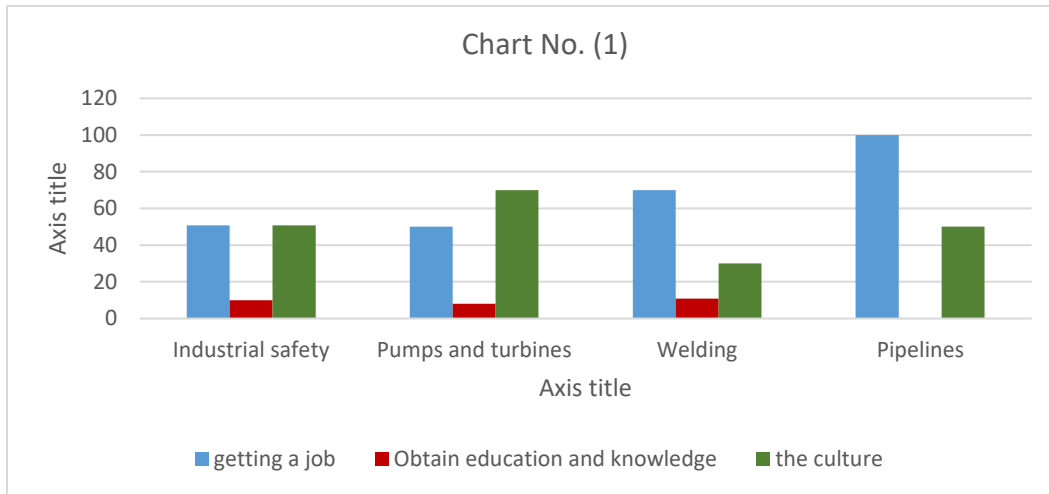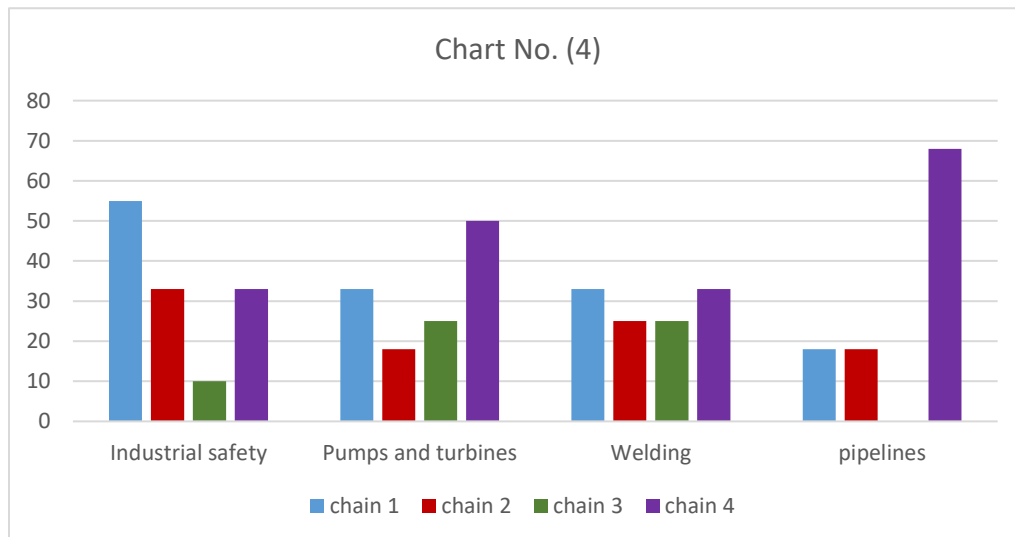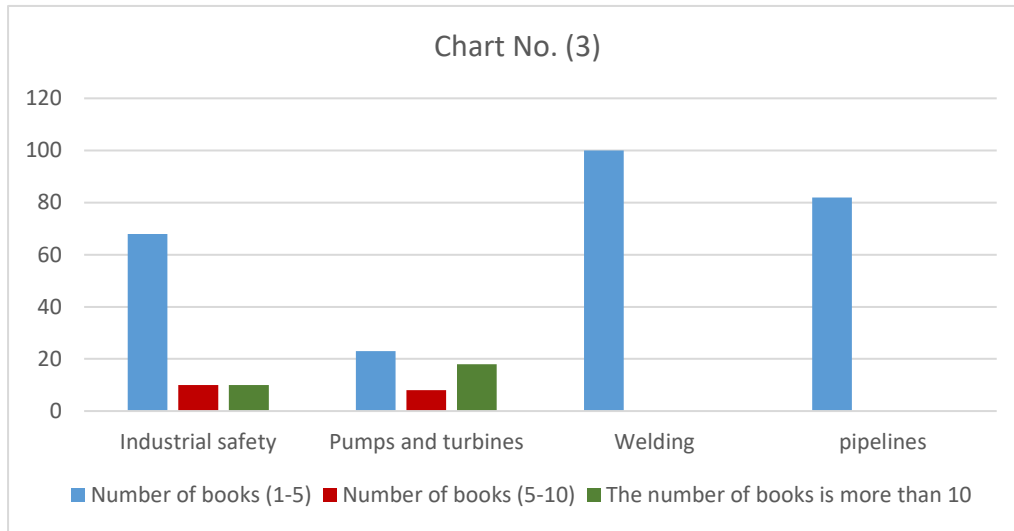
Conclusion

• The questionnaire for students and majors of the Department of Mechanical Engineering/Baiji Petroleum Training Institute is shown in Table (1), and the format of the questionnaire is shown in Attachment (1).
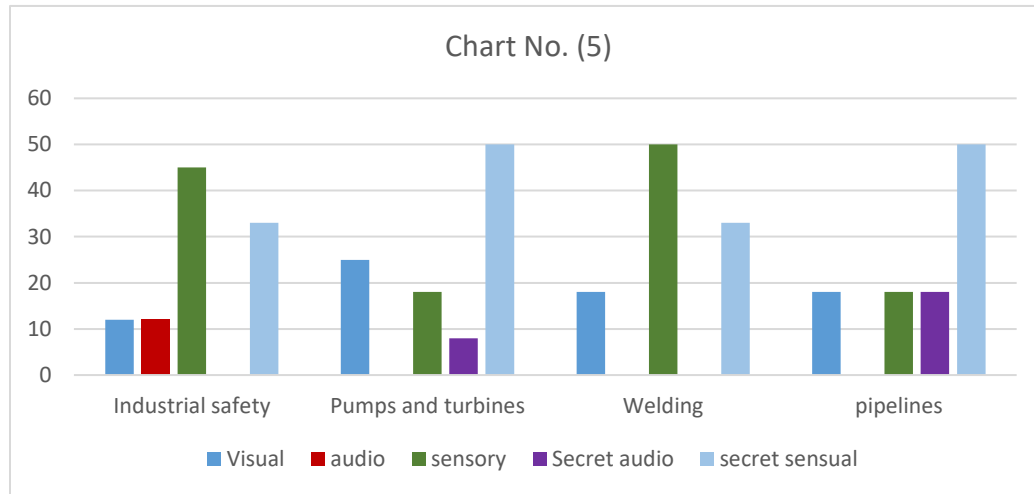
Table no (1): Objective of the questionnaire

No.	Jurisdiction	stage	Number of students
1	Industrial safety	The first	9
2	Pumps and turbines	The first	12
3	Gas and electric welding	The first	6
4	pipelines	The first	6

1. Strengthen theoretical learning, combine it with practical learning, and find out the real reasons and motivations for students' learning. Determine the percentage based on the answers, as shown in chart (1).

2. Strengthen the connection between theory and practice to find answers that students prefer. Determine the percentage based on the answers, as shown in chart (2).

3. Strengthen theoretical learning through practice and determine students' ability to read books outside the syllabus. Determine the percentage based on the answers, as shown in chart (3).

4. Integrate theory with practice and gain an in-depth understanding of the quality of teaching materials and students' tendencies. The answer is used to determine the percentage, as shown in chart (4).

5. Combine theoretical learning with practical learning to understand students' learning styles. Determine the percentage based on the answers, as shown in chart (5).

Chart No. (1)

- getting a job
- Obtain education and knowledge
- the culture

Chart No. (2)

- Explanation and reading
- Watch drawings and videos
- Explanation of viewing the experience on devices

Chart No. (3)

Legend: Number of books (1-5) ■ Number of books (5-10) ■ The number of books is more than 10

Chart No. (4)

Legend: chain 1 ■ chain 2 ■ chain 3 ■ chain 4

Chart No. (5)

Legend: Visual, audio, sensory, Secret audio, secret sensual — categories: Industrial safety, Pumps and turbines, Welding, pipelines

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