

Information technology, social skills and lifelong learning are a focus of the postmodern world. This requires the creation of a new educational paradigm and a new culture of learning that can be achieved through its transformation from exogenous to internally initiated, from learning based on the systematic branches of science to learning that is consistent with the context and needs of the learners. This transformation implies a thorough study of the individual differences in the educational process and puts forward the issue of the stylistic and the motivational aspects of learning, because the academic achievement is a basic topic in education.

The main objective of the present study is to look for relationships between learning style, achievement motivation and academic motivation, both the autonomous and the interactive effects of both types of motivation on the academic performance of students.

The results of the study could help the creation of a psychologically grounded platform for optimizing the educational process at the universities in two directions: first complying the teaching with the actual needs of young people and on the other hand, enriching their repertoire of learning skills.