Contemporary methods increase the efficiency of learning and social values in students and future generations

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Abstract

Problems related to the age group of children are different. So in childhood the parents of the child are still part of their lives and this perception cannot be conquered. In analyzing children, their symbolic abilities are not as advanced as adults. So, they may find it difficult to verbally express their emotional difficulties, to hide their problems under complex symbols.
Above all, the problems of children are immediate, as they do not have enough time to form protective mechanisms. So, the problems tend to be expressed in more direct bi-emotionalistic terms and less symbolic. A kid who keeps pace with his friends in terms of nutrition behaviors, personal hygiene, play style, relationships with other children can be considered healthy (George.B 2004).
The school environment plays a special role in the development and education of children.
Using different strategies, the school directly influences the development of feelings of cooperation, communication, humanity, altruism among students. Teaching includes teachers; curricula and students. Problems arise from each of these elements. Teaching strategies aim to refine students' knowledge by cultivating and presenting them in later years.
The role of the teacher in the process of learning to the student, it has to build the foundations of complex thinking about reality. Teachers play an important role in the process of student learning, as in most cases students strive to be their teacher's copy. Today we are based on the context of interactive teaching with student-centered. The teacher plays the role of the leader and the organizer, while the learner is inclusive throughout the process. Interactive teaching transcends the demands of the traditional and reproductive nature of learning. Collaboration and interaction enables students to cooperate in different ways to increase learning and to build civic values.

Keywords: contemporary methods, learning, efficiency, social value.

Introduction

Research has shown that if students do not learn to think with the knowledge they have in school, much of the knowledge will remain unused and will be quickly forgotten. On the other hand, if students are given the opportunity to evaluate information and support it in evidence, apply knowledge and concepts by linking them to existing and what they are learning, then understanding and retaining information in students' memory will be at a high level (Temple, Ch & Crawford, A & Saul, W. 2006). The freedom and cooperative structures of students with each other should be integrated, not opposed to one another (Deeey, J 1966).
The use of interactive methods is very important in absolute ages, where the student not only acquires knowledge but also provides information to other students. Contemporary methods and parent involvement are very important in the process of fostering children and their socio-cultural aspirations. Motives stimulate and direct

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the student's behavior to achieve certain goals. Practical application is the main, efficient tool for personality development and training. Every child sums up in their perception the ability to get involved in the world where they receive and provide information and build logical thinking schemes. Many years ago the use of teacher-centered methods has been the most widely used method, while in recent years many educational theorists and practitioners have attempted to harmonize intra-class activity with the world outside the classroom Traditional methods mentioned: Individual questioning, demonstration, explanation and conversation (Dhori K & Adem. R & Adem. T, 2010).

The rapid development of our society, the ever-expanding environment, the active presence of children in the world around us, the integrated knowledge of different subjects and the intensification of the teaching process make the problem of child thinking a topical issue. Every child perceives reality in the world of dreams and creative imagination with a critical sense incomprehensible to it. Each dream has or may have many meanings. Dream components can be characters, objects, events, or experiences.

The Talmud says that an unintelligible dream is like an unread book. The interpretation of a dream is one that is based on its meaning (**Tamo. A. 2011).** It also reflects on the students' interpretations and arguments they express in the face of real situations. The behavior of the child, the pupil, is determined not only by the objective situation but also by how the pupil constructs the situation. So how he sees it, how he perceives it and his critical attitude towards it. According to Bronfenbrenner and Morris, there are four systems that interact and influence pupil development: the microsystem, the meso system, the ecosystem and the macro system. So he becomes as productive as possible in his creative and self-evaluative schemes for himself and others (Pettijohn. F. T, 1996).

In the characteristics of a child's mental development, we must consider the cognitive patterns of thinking and personality of the child. Motivational concepts enable us to understand all the diversity of an individual's behaviors or behaviors between different personalities. Motives stimulate and direct the student's behavior to achieve

certain goals. There are three groups of motives: biological motives, stimulus motives, and socially learned motives. Biological motifs have physiological basis. Stimulus motives require sensory stimulus through interaction with the environment. Motives learned in society are based on social experiences. Motivated behavior begins and continues to be directed toward a goal. Motivation determines the intensity and consistency of our behavior. Children constantly strive to know themselves in relation to others and the environment. Therefore, they utilize open sources of reference and nurture in themselves the power and need to know, know, feel and believe. The nervous system is the basis of their ability to integrate into the surrounding world where they give and receive information from life and the surrounding environment. To behave appropriately, it relies on various biological response systems. Biological response systems cause parts of the body to gather information and process it, make decisions on the basis of acquired information, and act on those decisions. Biological response systems play important roles in behavior, cognitive maps. So Tomson linked behavioral learning to different actions. The child perceives the future similar to the past. They think that certain parts and patterns of events that have happened often before are likely to happen again.

So, the student creates a map that is not the same as the decision they describe, but provides him with a guide to action and gives him the opportunity to correct something when it does not succeed (Orhani, 2010). The idea of cognitive maps was introduced at a time when learning was conceived as a reflective way of adapting and interacting with the stimulus environment as a stimulus-response process. So the teacher determines that the main indicator that proves that the student has successfully abstracted quality into the text is the fact that he responds equally to different shapes irrespective of their size, color and other qualities. Although the child's field of activity is like an umbrella, we must not forget that his genetics and psychology of learning and development, of his social cooperation and his socio-cultural formation are summed up in his own individual differences. Seeing the importance of abstraction in concept formation, we appreciate it as a bridge to concept formation, to a deep and complete knowledge of objects and phenomena. So the student being as active as possible in class by working in small groups manages to create expert groups.

Here are a set of techniques, including the use of panel, debate, roundtable, training and jury. These techniques create the conditions and opportunities for students to present ideas, opinions, information and express their views from their perspectives (Musai, 2008).

Every theory of motivation must view the individual as a whole and be based on a hierarchy of needs, which if satisfactorily fulfilled make people realize their full potential (Abraham M 1970).

Traditional methods mentioned: Individual questioning, demonstration, explanation and conversation. Conversation is the teaching method according to which the teacher information in order to acquire the information that best attracts students to conversation (Bruce. & Marsha, 1980).

The psychology of cognition introduces us to the basic fundamentals of a child's intelligence by adapting increasingly to the circumstances of the environment, no

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matter how diverse and affective they may be. Measuring intelligence is not easy, as it is or exists in a certain amount in each individual. It is historically known that intelligence tests are designed more for practical reasons. Alfred Bine and Theodore Simon designed tests that determined the appropriate educational position of each student. It is also known that in the acquisition of literacy, as well as in the structure of primers, analytical-synthetic methods are used depending on the phonetic principle under which our alphabet was built. Today, when six-year-olds children enter the first grade, they gain global recognition of letters and the ability to read. Our daily life, work, leisure time, almost any activity what we do is related to the written word: when we go to school, we walk, we read the signs or activities outside our will. The ancient Greeks and Romans though had a flourishing literature, very few read. The reason was that the writing style varied, words were written one after the other, often in abbreviated form and without splitting and punctuation. In the Middle Ages the number of people reading was even lower than in antiquity. One of the first didactic and educational systems for children in ancient times was play. The toy is the main tool, effective for psychomotor, emotional, ethical and important factor in the education and formation of his personality. Initially, in the 1950's we had a large range of plastic and rich colored toys, but with no efficiency for the child's imagination. Then came the use of wood. Today, with the development of electronics, geometrical logic and convention dominate as the researcher delves deeper into the analysis of student logic. As such toys we can mention logical dominoes where number, geometric convention and color are elements that combine to form a mathematically optimal number. Through these the child creates symmetry and logical connection. With laminates, the pupil creates pictures upon request. They develop in children perceptual, space-oriented skills, stimulate attention, mental skills, strengthen memory, dictate recognition and use of criteria, self-confidence, organizational ability, demand for finding the most rational variant. According to today's psychology, in the first three or four years of life in the brain of the child, a set of neuronal connections (brain cells) are created, biological mechanisms that later serve as support for conceptual information, habits and knowledge, as mechanisms of memory and memory reason, the schemes of creative-critical thinking, self-evaluation for oneself and for others. To increase the level of utilization of the potential intellectual abilities that the human brain carries from birth, toys are the most appropriate means for a child's mental development. Toys contain forms and aims of teaching up to basic curricular concepts. Toys contain the development of imagination, the strengthening of memory or perceptual ability, the development of sense of mass, psychic equilibrium, telepathy, harmonization, logical proportion. Even there are many toys that have mathematical structures that assume the familiarization of the child with abstract scientific notions, such as interactions, figurative symmetry. Contemporary intelligence measurements are based on traces of one or two different historical traditions. One tradition focuses on the lowest levels of the individual's psychophysical abilities such as sensitivity, physical strength, and motor coordination. The other tradition focuses on the highest levels, that is, the individual's judgmental abilities related to his thinking. Frans Goldon believed that intelligence was a function of psychophysical abilities. Alfred Binet provides another alternative to psychophysical skills. Initially when Binet and Simon conducted their

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intelligence tests, they were interested in comparing one child's intelligence with that of other children at the same chronological age. Jillford identified five types of content, five types of operations, and six types of products through a statistical technique. If these three dimensions are thought of as the three pages of a cube, then it can be shown how 150 different mental abilities can determine intelligence. The child possesses seven intelligences related to the acquisition, processing and application of information: linguistic intelligence, mathematical-logical intelligence, spatial intelligence, musical intelligence, physical-kinesthetic intelligence, interpersonal intelligence, personal intelligence. According to Binese, judgment was the key to intelligence, not the individual's psychophysical prowess, power, or skill.

According to him, intelligent thinking or mental judgment comprises three distinctive elements: leadership, adaptation and criticism based on metacognitive processes (Pettijohn, 1996).

What can we say about these three elements in student learning outcomes in reading, writing, or entertaining games. First let's say the basic concept of these three elements:

Direction: knowing what to do and how to do it.

Adaptation: making a strategy a habit of doing the task and then monitoring that strategy to accomplish it.

Criticism: the ability to critique personal thoughts and actions.

According to Maslow's humanistic theory of "Motivation and personalization" a child needs:

Physiological needs: food, exercise, rest,

Security Needs: They like the routine and the family environment and when they are regularly disordered they experience problems.

Need for belonging: need for friends, family, and social contacts.

Need for evaluation: high self-esteem, self-respect, success and respect from others, to feel important and confident in themselves.

Self-actualization, individual needs: This need is achieved when the student has realized his / her potential throughout the school year and proves himself / herself capable of doing so.

It casts insights on his career, his almost mature personality. Socio-Cognitive Theory focuses on how people acquire social, emotional, cognitive, and behavioral abilities and how they increase interest in cognitive factors such as beliefs, self-perceptions and expectations (Wolkfolk, 2010).

The choice and use of colors should be based on the content and ordering of the main shades of sunlight decay and regular geometric figures to increase the degree of generalization. Thus the learner gains perceptual ability, orientation in space, stimulation of concentration of attention, his mental skills, criterion-based organizing ability, the quest for finding the most rational variant. In many games children are taught to orient themselves with reference systems, with the necessity of the existence of criteria and laws, to practice drawing conclusions on a case-by-case basis. All of these conceptual mechanisms will later serve as organic substrates to quickly understand deeper phenomena that contain difficult logical structures.

We now compare the brain to a computer, as the brain's ability to improvise is boundless. Even when reading, the brain does not approach the computer. For a

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word, the brain places a large number of associations, while the computer only puts those links that are programmed and stored in its memory. In resolving a specific situation the learner must possess two skills: creative ability and practical ability. Creative ability relates to the student's experience and his / her abilities in the ways used to solve problem situations. As well as the ability to verify solving real-life problem situations. For these learners an appropriate environment must be created to develop their individual and collaborative group intelligence. Practical skills relate to the development of cognitive processes up to the level of automation of ways of obtaining data and information and the automation of faster and more accurate processing methods, based on what a particular problem situation requires (Orhani, 2010).

Thus, interactive teaching promotes civic values in students. It focuses on the application of diverse and varied didactic forms, the use of modern information sources and the goal of students to learn throughout their lives. This teaching requires appropriate strategies that facilitate the process of student learning, changing teacher and student roles, community involvement in school affairs, and many other educational factors. Developing such methods succeeds in developing student critical thinking, systematically acquiring information, developing students 'cognitive abilities, enhancing students' cooperation and desire to be present at each classroom. The needs of pupils in school should be integrated with social demands. Students' freedom in the classroom regarding knowledge at a corresponding structural degree is very essential. Student freedom and structure against another subject should be integrated rather than opposing one another. This collaboration between students exists and works well if one knows how to collaborate (Deeey, 1966). The involvement of parents is crucial in the process of teaching children, their aspirations. School partnerships - community improves school programs and school climate.

The nervous system is the basis of our ability to integrate into the surrounding world where we receive and impart information from life and the environment. The nervous system is divided into two main parts: the central nervous system and the peripheral nervous system. The peripheral nervous system receives information and transmits it to the central nervous system. This is accomplished through two other systems: the autonomic system and the somatic system. The autonomic system has the function of transmitting messages through the brain and other internal organs. The somatic system has the function of transmitting messages between the brain and the sensory system.

Each child learns in his or her perception of his or her strengths and weaknesses, his or her abilities and habits, as well as what he or she does not like.
As well as the assessment others make of it.
Such interactions must take into account such mental actions of the real

situation as perception, judgment, causation and memory, which influence the social behavior of the child or pupil in relation to the social group he or she is part of.

If we believe that the environment plays an important role in cognition, we can explore ways in which we are familiar with the particular characteristics of the environment. Related to this are some issues of cognitive psychology:

• How should we find out the truth about students about the world around them?
• Do we achieve this by logical reasoning or by observing and proving observations?
• Do we need to study more about the structures, attributes, contents, and products of the human mind?
• Do we need to study thinking based on high-level experiments?
• Does this develop students' creative thinking and critical thinking?

The most successful teaching hours are those that promote critical thinking.

We are currently focusing on critical and creative thinking in the student, generating alternatives.

This thinking is not accidental, but is acquired during a long and continuous process, as with the development of technology children receive a great deal of information on various topics. Critical thinking raises our awareness in decision making and problem solving, towards a certain goal.

Students' opinions and ideas are not based on their own prejudices or tendencies, but on the logic of the information they collect and examine it diligently. These students are enthusiastic about learning, able to handle challenges and learn even more difficult tasks. These students reflect their values towards a satisfying learning environment in and outside of school. Learning to be fully productive means thinking about what you learn, applying it to your life situation, using it as a basis for learning further and continue to learn independently (Gardner, 1993; Marzano, 2001).

It is therefore important to use strategies that strike a balance between attention and consciousness. Appropriate strategies lead to efficient methods, which lead to the most active learning about students' abilities, skills, attitudes, habits and values. Methods are important in teaching practice and progress, as they represent the progress of a classroom teaching process.The methods are divided into verbal, illustrative, experimental and laboratory ones.Verbal methods include monologue and dialogue, the illustrative method is used to provide information through pictures, the demonstrative method refers to concrete explanations of the teaching topic, the experimental method makes the concrete link between theory and practice.

Techniques are teaching programs for different subjects that connect theory to practice through different equipment, objects that can be used in connection with the teaching topic. Giving opinions can be individual, then brainstorming in pairs or groups. As such techniques we mention:

Couple and group discussion: students read the section, draw conclusions, and discuss discussions.

Cubism: aims to generate as many ideas as possible through topic presentation, imagination, 6-step discovery, description, comparison, analysis.

Two-part diary: students get informed about what they read, ask different questions, students respond in a storm of thought.

For teaching to be contemporary, it must:
• To develop students' abilities to realize an independent student.
• To promote diversity in their learning and creativity.
• To develop communication, management and organizational skills in them.
• Promote self-esteem and self-esteem for yourself and others.
The freedom and cooperative structures of students with each other should be integrated, not opposed to one another**.**

Regarding intelligent learners it should:
• Learn to constantly reproduce information and experiences in various forms.
• Continuously practice decision making and problem solving.
Implementation of these computer-related methods involves artificial intelligence related to efforts to create systems that process information intelligently and efficient even if systems stimulate human cognition or demonstrate intelligence through processes that differ from cognitive processes. Developing such methods succeeds in developing students 'critical thinking, as systematically acquiring information through clear procedures and methods succeeds in developing students' cognitive abilities, enhancing co-operation and a desire to be present at each class (Vaughn, 2012).
The use of interactive methods is very important especially in adulthood where the student, besides receiving knowledge, seeks to obtain and share information with other students in the classroom, which helps to clarify what knowledge he or she possesses the better to become collaborators, inclusive and social in society (Knoeles, 1972). Teaching methods and techniques are standard procedures that teachers use in collaboration with students for the development of learning activities in the realization of key and field competencies based on the Curriculum Framework and the core curriculum of the education system. Of particular importance is the construction of work to overcome or improve the problems that the child has.

This means building curricula, defining tools and working methods based on the needs and expectations of the child. This also requires a chain collaboration of

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three partners: teacher-student-parent. Without denying the presence of the school psychologist on specific problems of personality deviance and student behavior. Parents should be close school partners in identifying the child as such until their problems are resolved or improved (Turku, 2012).

During direct and indirect observations made in schools there are also efforts to improve the presentation of adaptive behavior. They do not provide general measurement parameters have slow mental development, spend less time on academic learning tasks. Measuring this behavior is more difficult than that of innate intelligence (Polloway, 1985).

But based on the inclusive education system and the Curriculum Framework Curriculum, there are small divergences about what these students' intelligence and adaptive behavior contain.

It is important for the teacher in this situation to try to understand the child's behavior, after devising a strategy he / she must think that the student's failure is his / her failure and what are the levels of student achievement. This requires the presence of a school psychologist in the schools, as psychological help helps to solve the problem of what the child is feeling. The pupil's adaptive behavior curriculum should impose such requirements that the child feels a warm climate, which enhances his / her self-esteem, self-esteem and not the other way around. The origin of the problem and how this student will be involved in the learning process should be clearly defined. This is how we can determine these students' levels of achievement and avoid emotional and behavioral problems at the same time. Exactly, whether or not the student's behavior is disturbed at all times. Most teachers result in a desire to work with interactive methods, as it enhances effectiveness in developing civic values, enhances students' expressive and social skills.

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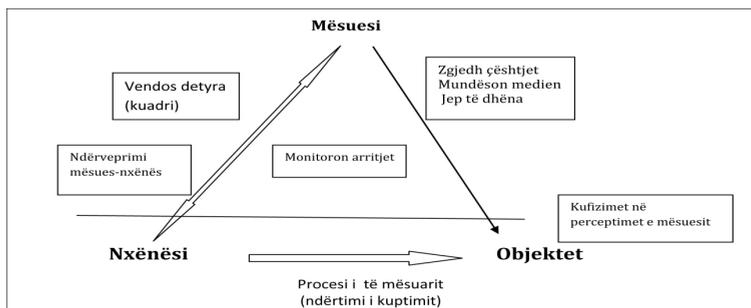
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So the teacher is in the role of leading, orienting, guiding, discussing, exchanging ideas for the student, and the student himself is involved in the action. It has to realize the art of integrating different teaching methods, adapting to today's developments and technology. Carls Rogers has developed the theory of easy learning. The underlying premise of this theory is that the teacher creates such a classroom environment to help students understand the lesson, that all students freely give their classroom ideas on a particular subject. In this theory, students come to understand and understand the lesson very clearly by communicating and talking in class with others.

• Teacher requirements for student learning should exceed the requirements of the type of learning and reproductive learning. They must respond to the highest levels of interpreting, analyzing, synthesizing and evaluating skills.

• Creating environments and a classroom climate for more effective, contemporary teaching for both teachers and students.

• Collaboration with students should touch upon all the steps involved in the progress of the learning process.

The use of interactive methods is very important in absolute ages, where the student not only acquires knowledge but also provides information to other students (Knoeles, 1972).

Conclusions

1) The used of techniques, including the use of panel, debate, roundtable, training and jury. These techniques create the conditions and opportunities for students
2) This thinking is not accidental, but is acquired during a long and continuous process, as with the development of technology.
3) Each child learns in his or her perception of his or her strengths and weaknesses, his or her abilities and habits.

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4) Students come to understand and understand the lesson very clearly by communicating and talking in class with each - other.
5) Teacher creates such a classroom environment to help students understand the lesson, that all students freely give their classroom ideas on a particular subjecth others.
6) Collaboration with students should touch upon all the steps involved in the progress of the learning process.
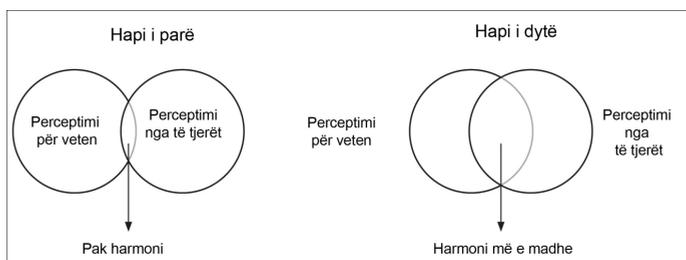
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