

Determination of the Right Strategy to be Received for the Maximum Permanent Level of Learning

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Abstract: During training period in Vocational schools and faculties of the "Computer" and "Accounting" section, the basic lessons, taught in the first year be read as references to other courses because of teaching done in terms of spinal function.

In this context the aim of our study is to make a Research on students and lecturers for the main course, training in the first year, in the relevant sections of Vocational School and faculties and get some proposals for these courses how to be read the next period and determining right strategy for teaching methods and removing the highest level to obtain the maximum benefit.

As a result of this work for this part of the basic course is intended to maximize the learning.

Keywords: Education, Teaching Models, Strategies, Computer Algorithms, Accounting.

1. The factors effecting the learning

Throughout the human life as a conscious and systematic or unsystematic way to study, provide benefits. No matter which way they interact with the educational process within the individual. During this interaction within a specific system or person as an individual learning activities also performs as unsystematic. Unsystematic learning can present every moment of our lives, at an event, an observation or information obtained during a trip can be unsystematic.

Learning system is also available as a target and this target in a specific time interval, if a particular issue within the framework of the mutual interaction of teaching / learning activities are organized. Learning / teaching issue or concept of targeted instructional strategies with which to perform, in terms of provision of learning is of course extremely important. Training methods and techniques used in time exactly as it affects students, student participation is affected. In-class activities can be more effective and meaningful to choose the right strategy, at the end of the educational process as individuals affect the exact level of learning.

What is strategy? With a general statement of strategy, monitoring is determined to reach a goal or plan to the entire road is called strategy. Teaching / learning strategies as a brief description of the strategy to be taught about methods of learning which expresses the action will take place.

Today, students interested in expanding their area, hence the interest in lessons and attention spans are decreasing. Given this situation is becoming increasingly difficult job of educators. Students 'high level of active participation Educator's main duties are to ensure that the basic teaching strategies to identify and issue according to the most appropriate strategy to identify near students' attention to keeping alive the course is fun to make education .

When determining this training strategy teacher's consideration should be some of the issues are as follows: - the region's social living conditions, - the region's and students' economic status, - the current geographical location and local conditions, - domestic living conditions, - the education system of structural characteristics, - the school and the environment to live in harmony with the problems, - student readiness levels - goals and objectives for the future.

Only a few of these factors under the hood, directly or indirectly affects the education system. Be determined to succeed in a course in strategy is only one correct strategy is not possible to determine that. Because they may occur, regional disparities, rural / urban areas in the education level of the students present many factors such as differences will show for the training will give the people of these factors taken into consideration as strategies are needed.

These cases should be considered as the basis of student interest in lessons in the process of training and motivation will be to maximize the Mental present. The necessary methods and strategies will be effective for determining the factors which require investigation are available. The main topics of the students, cognitive, affective and psycho-motor behavior in the development, economic and social conditions, students impact on domestic education and training environments creates conditions are so versatile, must be considered and that under the conditions appropriate strategies must be determined.

If we take the step to determine strategies that observations should be made.

- Students must recognize that education should be defined purpose and goal.
- Students need to be determined. Course in relation to previous knowledge level should be determined, the course content info needed and expectations can be learned.
- Course later life or in our daily life, what will benefit or how to get a place to be, the students should be informed why to learn
- Students' ideas and thoughts configuration, ten of how A learning course will be about the way must be shown.
- Each student's intelligence structure is different because the students' learning and understanding the directions said would be different from the course in a single technique, but a very different techniques must be used.
- To increase the Students' interest and motivation / attention during the course collecting different samples and different perspectives should be presented, the students should be asked to express their viewpoint.
- Students must take responsibility according to their level and abilities that students should not be asked more than they can do.
- Project work may be requested related to issuesç Groups of students form the teams to work should be encouraged, distribution of tasks and responsibility must be installed.
- Training issues and problems that may occur during .the teacher be able to predict the course should be prepared.

Learners can be used by, and again by teachers can teach mental processes including learning strategies with the support of learned nature raising, learning ease and permanence (Babadoğan, 1994).

The students can use all learning issues or status for the different learning strategies . And learning strategies should be varied, this situation can be changed when the show they are in nature. it Can be said different learning strategies and develop new learning strategies that students can place can set their own learning and effective it.

When Literature is examined it can be seen that on learning strategies in relation to different classifications are made. Basically, the most common form of learning strategies, Repetition, Connotation, Organizing, to understand monitoring and Affective Strategy in the form of classified (Ozer, 1998; Trust, 2004, Weinstein, 1988). All of these factors, the learning-teaching activities is effective considering the strategy should be determined . what are the learning teaching strategies are available?

2. What are the Active Learning Performing Instructional Strategies ?

At Courses a high level of active participation of students with persistent learning level, reaching maximum to be followed dimensions. students at learning process as possible from the highest levels of activated, to make them responsible for their own learning. Classes provide a high level of student participation are some of the basic teaching strategies. (Harm, 1994)

2. 1. Inviting to share a new event

Description: Invite the students to share new or interesting event they have experienced

Purpose : Students gather their attention to the lesson and create a healthy classroom environment

One of effective ways to begin the lesson the students will be selected a recent incident in which they live or who to ask their opinion about a current event. the subject does not matter, students will express their views and will debate. Talk about ideas without being overly long course should be continued by thanking.

The aim here is to create an environment for discussion of students, the opportunity for students to express their views . This strategy does not take students in academic subjects that a lot of ideas and opinions about events provide revelation. The most important of these strategies into a top-class attention and concentration provides classes for students.

2.2.To detect the known and asked to be known

Description : To ask while Getting ready for a particular student or course of study begins as relevant to them and they know what they want to know

Purpose: To build and unit on students' interests knowledge and questions

How to ask a student who wants to learn, a curiosity or interest in his efforts to resolve the means. Also curious to listen to other students in the class a student may be interested in different areas. This method increases the level of readiness of both students and allows the increase of attendance, as well as the emergence of new ideas and perspectives of students by making clear the course will determine the direction of flow.

2. 3.To prepare a fluency lesson plans

Definition: to prepare a lesson plan which will ensure the Class for a smooth, interesting and high-level participation

Purpose: In class, students learn the process without any penalties or rewards, of course, enough to ensure the participation of a lot of events and activities take place

A classic way to describe the course and progress in a monotonous lecture course which will reduce the student's attention and makes it unsuitable for learning. Stages of the course students should be provided for class participation and interaction of learning activities must take place

2.4.Progress quickly and by fast steps

Definition: the participation of all students in class to provide the course is to ensure rapid progress.

Purpose: To prevent the spread of the students' attention.

Progress at a rapid pace strategy consists of many small steps, and each small step in the processing of a subject is in question. If the energy of the students or the teacher feels it has fallen to the level of class participation can go another step. In this way, students' active participation can be ensured.

2.5 As progressive or tiered teaching

Description: A teacher, a particular topic, rather than one at a time understand that sometimes come back to the topic, the students' attendance and reduce the risk of loss.

Purpose: Students on "instant" learning to print their personal and natural learn at a pace to allow. And time to focus on a subject to spend a long time, enabling students to learn about it is not always a good way. Students learn a subject fully and deeply, such as a short subject, but at frequent intervals might be useful to go back again and again. Phased and layered as education, will increase retention of information.

2.6.To offer a limited range

Definition: to maintain the participation of students in the classroom, but will also threaten their security to have a variety of learning formats.

Purpose: To prevent excessive diversity in course.

To have the diversified subject but this diversification should not decrease the attention of the students towards the course. For this reason, the motivation of students and courses related to a diminution of fear or worry is the question. Course topics and diversity in terms of limiting the control of teachers and students to facilitate the course will keep the interest alive.

2.7.Replying to questions

Description: Ask any student in the class to answer a particular question, without asking or saying the right answer before the teacher's questions, all students in the class they want to write the answer to a question addressed.

Purpose: Put on the highest level of number of students to think about a question.

The implementation of this strategy is very simple. This question is asked a question to the class and say the correct answer to all the students in the class before they are asked to write answers to a question addressed. However, for the success of this strategy, students are asked a question with a question asking students to answer this question is useful to take a break between. Meanwhile, or "wait time" (Rowe, 1986), in their minds of the students give an opportunity to create a response.

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2.8. To form Working and sharing groups

Description: Students, first divided into small working groups are trying to understand a particular problem. Students, then the different working groups composed of members coming together to teach each other as they learn.

Purpose: To provide a high level of student participation with group works.
This strategy takes place in two stages;

First stage, classroom, working groups on specific issues or problems are created. For example, a list of interesting words in the sentences using each of your establishment, "or" deal with real life problems that can be applied to Generate alternatives such as ". At this stage, as well as for students to complete assigned tasks to determine a specific time period. And usually short period of time, is better than a long period of time, because the short time period allows students to move fast and smart. ,

In the second stage, students do not have their own working groups to come together with individuals and their ideas were discussed in working groups will be asked to share with each other.

2.9.Strategy of write-share-learn

Description: Students answer a question before the individual authors and then share their writings with others.

Objectives: The students basic writing skills and to gain the habit of writing as much as possible to provide a practical quantity.

Write-share-learn strategy takes place in five stages. These phases are as follows;

- The class requiring students to reflect on a question is directed. Then all the students in the class of their questions answered in a quiet way are asked to take special note.
- Teachers, three or four students write finished realized when students' thoughts on paper and will leave, and students volunteer their ideas to tell ones ideas, expressing willingness to students such grants.
- Then, students are asked to share their ideas with students and interaction among students is provided.
- At this stage, students share their ideas, their partners and teachers in class are asked to share their ideas on the subject by saying the conversation ends.
- The last phase of the teachers and students within the course of analyzing what they do, their thinking on emerging ideas.

2.10. To focus on concepts and generalizations

Description: A course or unit, independent piece of information or details are not around, more generally, to be built around the concept or generalization.

Objectives: The students' learning, to the level of concepts or generalizations.

In this strategy, a small piece of information and details to more general concepts, and generalizations are used to achieve. Students not only to memorize a small piece of information, little information is asked to analyze the generalizations reached.

2.11.To make the application work

Description: Students apply what they have learned to real life situations to ensure that the work performed.

Purpose: Students learn to make them more meaningful, given the opportunity to cast what they have learned into practice.

Teachers, students learn the information they want in real life applications, the course or subject may move to the application level. In this way, students learn to reconcile with life and thus get the habit of learning and a good location and income in real life.

2.12.Create signs

Description: Students learn important truths about life and the use of signs reminding.

Purpose: Students sensors, to ensure a balanced and self-responsible individuals.

Produced many students in the class anxiety, worry and fear are affected. These students, for example, how teachers will be satisfied with regard, to show for their classmates' reactions to their errors, or about the topics covered in class to understand and are concerned about can not understand. Indeed, some students afraid to make mistakes, as they put themselves into position like stupid or ignorant not afford to attend the events are known. Thanks to this board should not make students who are intended to overcome the fear of making mistakes by learning.

2.13.Create table concept

Description: The class works, and periodically review a concept to create the table.

Purpose: Key concepts and important in the minds of students to enable them to stay as fresh or lively.

The most important way of organizing a classroom environment is one of the students are learning during the year, they aim to learn the important concepts or ideas, or a wall to show the class.

Classroom teachers with the concept of the periodic table, turning from time to time outlining the issues to ensure the permanence of the concepts discussed. In this way, will be easier for students to recall and knowledge of the subject will be more permanent.

Vocational training and information about all of these strategies and other teaching strategies for the course when we examine the subject and content are the most appropriate strategy should be chosen. Besides the existing implementation of strategy rather than one to one of these strategies are appropriate to the format of the individual making the courses can be provided.

To be reviewed as an example, consider first the IT field. The information provided in the field of vocational education programming in the sub-branch first as a student will receive training in computer hardware and history will be. Then the basis for programming the "Algorithm" and its follow-up structure in a programming language, small applications that will be provided by an introduction to programming. Programming logic programming slowly students increase their education and research in the sub-branch as they will continue to develop programming skills.

For each course to provide the highest level of efficiency as a specific instructional strategies should be determined at the highest level of education should be implemented to ensure the right strategy. Determining the right strategy, both in the permanent student learning and more students in terms of ensuring the topic is extremely important in terms of understanding.

The most fundamental issue to be dealt with here, a student will receive educational programming as the basis for programming "algorithms" course is fully understood. Students fully understand the structure of the algorithm to pass without programming, programming classes is largely unsuccessful.

After basic training the first student in mind, this is usually 'why' questions are created. By students, "Algorithms" course due to the inability to connect to a reason for this question in the first period, which is the foundation of programming a reluctance to face and understand the difficulty of this course is observed. Yet on the basis of this course only "problem-solving logic" is located. A problem that "how" answers to determine the manner of resolving "Algorithms."

This exceeded the highest levels of student learning and to win their first lessons about the "why" questions are the answers must be given to the students. The answer to this question of "how" will be given in terms of education is extremely important. As a verbal description of this course in terms of teaching staff will be very difficult and tiring. In line with this desired efficiency of the students clearly seems to not be obtained.

The best method of people with a learning by doing ", learning to live with" to be given a basic education, education is very healthy in terms of yield. To achieve this purpose beginning of the semester to students that everyone of interest related to a project identified and the related issues that may arise problems regarding a resolution chart stickers, and so other students to their friends to tell Provided, every student in themselves "why" questions, the answers will have. For learning to occur and thus the level of readiness of students will come to the highest level.

In this context "algorithms" course "for the question to respond," the study and sharing groups to create "and" Application studies to make "such methods in the course lasting learning to maximize delivery to the correct strategy would be.

After this point needs to be explained by explaining the issues step by step in strengthening the case can be made at a maximum level of learning.

Purpose in pursuing such a strategy as well as university students in the direction of the research will be carried out and the burden of the teaching staff will be minimized.

Conclusions and Recommendations

As noted in the examples given are intended to be a brief lesson has to do a feasibility study for the first month, then that should be followed on the needs of students must decide for the right strategy.

The courses mainly in the application directly through the application of the issue before the planned application in our daily lives or in the future, students should be informed about the requirements. After this information without the knowledge and expectations of students that must be considered. A strategy should be determined according to students' needs and work in this direction by giving weight to ensure that learning is required.

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