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## Learning techniques and keeping in mind what is learned during reading

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**Abstract.** The aspect of learning and memory is developed on the basis of the development of learning abilities and its cognitive elements. Within this paper we will reflect the factors, but also the techniques that directly affect the learning process. In the framework of this paper I will analyze, justify, the factors but also the strategies that influence the process of learning. *As is well known, human intelligence facilitates the process of learning and memory, while learning enables the development of intelligence, which in many definitions and scientific arguments determines the ability of learning.* Within this paper is also analyzed the relationship and the relationship between intelligence and memory, as well as the other theme of this work is the interconnection between what is taught and clearly understood during the reading and learning process. Also within this paper we have analyzed the cognitive style and other aspects related to memory. *As is known, the cognitive style mainly has no conscious dimension, and the learning and memory strategy has to do with deciding how to learn and remember more.* Also within this work is the role and building of human personality as it is a factor that is directly related to learning and keeping in mind what is taught.

**Keywords.** thematic, interconnection, reading, cognitive aspects, memory

### Introduction

The subject and nature of this paper conceives the coherent and qualitative reality of the time we move together. *As you know*, the subject is remembered so long and so much the better, it is learned and taught at the highest level. The paper will focus on finding the best coherent modalities of the time that directly affect the learning process. Many pupils, children of different kinds have difficulties in learning the learning process. *Most of the pedagogues recommend the individual approach of the students to the lesson, as according to them this is one of the organizational forms of the teaching work, through which the student's individual approach to the learning process is actually concretized, clarified and perpetuated.*

Providing learning techniques to learn the pupils is a coherent and continuous aspect of time, as we will analyze within this paper the factors directly affecting the learner motivation process. *Motivation is a driving force, which has recently become a popular term.* Motivation has to do with emotions and imagination, which means that if we want to increase motivation we must work with our feelings and imagination.

### **1.1. Learning techniques and keeping in mind what is taught**

This is a process that goes through several stages: Explain to your students the context of the teaching material, why it is important in everyday life and what are the individual learning steps. *"When students are involved in the learning process, they are more committed. Let your students learn with their heads, hearts and hands. Different pronounced feelings refer to different brain regions. Learners use more of the learned skills and keep them up to date."*<sup>1</sup>

"Reduce content into exciting stories that show situations in which new knowledge can be useful -either in the form of projects or games with digital learning materials. In this way, learning motivation can almost grow in itself. *Ensure a good mix of methods in teaching practical teaching units, taught by teachers and computer aids, in order to get students' attention and motivation.*"<sup>2</sup> *Also include classroom parents to look closely at the practical importance of a particular teaching material.* "Allow the students to comment and try to change things. Create a reliable relationship. Treat students as individuals by addressing their students' needs and taking into account the different types of learning and motivation."<sup>3</sup>

### **1.2. Learning and keeping in mind what is taught**

Between keeping in mind and learning a thematic psychological-pedagogical, there is high level interconnection, this high-level linkage is coherent and persistent only within what is treated and understood better and easier. (*N. Pajazit, 2008, pg 41.*)

Many researchers of a different nature with special emphasis, the cognitions' who are directly involved in the learning process with the students have come to the conclusion that this high degree of interconnection can be summarized in four main principles (*N. Pajazit, 1997. pg.32.*) "The most important principles by psychologists, learning techniques, and keeping in mind what is learned depends directly on:

*The subject is remembered the longer and better, the better it is learned and appropriated to the highest level. If content is kept in mind until the exact reproduction level, this content cannot be maintained as long and as good as the same content, though it is learning at high levels of exact reproduction.*"<sup>4</sup>

"Referring to the second technique of learning, the preservation of a content learned in human memory is so much the longer and more accurate, where in this context the most powerful is the level of perception of difference of that content during her learning. Its content and theme is strengthened and directly influences the level of concentration and keep in mind."<sup>5</sup> *The third theme conceives how: The more effective the learning methods of a content, the better and longer it is stored in memory, and in content. The method of active learning, as well as the method of learning completely of a new content, and the method of organizing repetitions scattered in non-focused time within a short time, bring more active performance in understanding and in we kept thinking better and longer, of that part known and elaborated*

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<sup>1</sup> P, Nushi," General Psychology II – Man and its personality in Psychology, University of Pristina – Philosophic Faculty, Pristina, 1999. pg.45.

<sup>2</sup> P.Nushi."Learning and Memory" (Učenje i Pamćenje) to B. Stevanoviqit, Pristina, 1963. Logics (Logika) by dr. M. Markoviqit, Pristina, 1962.f,78.

<sup>3</sup> P Nushi," Psychological basis of the culture on speaking culture of the pupils of the primary school. Pristina, 1964.f,89.

<sup>4</sup>P, Nushi" Memory and its treatment in the Albanian Nomotic Literature", Prishtina,2008, pg,41.

<sup>5</sup> N, Pajazit; Juniku, Neki; & Bërxulli, Dashmir (2004) "Psychology XI", Publishing House "School Book", Pristina, Kosova.pg.78-79.

longer.”<sup>6</sup>“By looking at the historical context, the ideas on the individualization of teaching and education were supported by some pedagogues, with particular emphasis **J.A.Kommenski**, gave a series of suggestions and important thoughts on the individualization of learning and learning.”<sup>7</sup>

### 1.3. **Human intelligence and the stages of its development process, on the theme of keeping the content of the teaching contents.**

“The development and formation of human personality depends on several factors with particular emphasis on intelligence, culture and the formation of human health personality.”<sup>8</sup> People differ from each other exactly with their abilities. These differences are great among people in both rational and dimensional utilization. Learning and preserving their products in human memory and their reproduction enables intelligence development, while intelligence facilitates learning and preservation of rational use of experience and psychological content.”<sup>9</sup>“Exactly two fields of experience and content, as two human action fields, are found in a large number of intelligence definitions and these definitions relate more to memory. **Psychologist Alfred Benet**, (1857-1991), who is well-known with the father of tests for intelligence measurements, has considered that intelligence and memory are psychic functions separated from one another.”<sup>10</sup>“**However Alfred Benet**, he has also conceived memory in his known test because of the relatively high degree of interconnection between the memory range of other test scales.”<sup>11</sup>“**Psychologist Alexander Luria**, however, considered that psychic processes are realized with the participation of complicated nerve structures from which he divided three functional blocks of complex psychic processes.”<sup>12</sup>(N.Pajazit.2008) Prishtina.

*Among other things, he emphasized these three blocks: The Block of Awakening, and Attention, the Block of Acceptance, Processing and Preservation of Information, and the Block of Planning and Behavioral Programming.* “According to psychologists and also by professors, each individual, regardless of his professional life and his position in a particular family, professional and social environment, should pay particular attention to the development and preservation of memory, because the change of its development in the direction of degradation and destruction of its content, will lead the individual to degradation of his personality.”<sup>13</sup>“As- **Kommenski** is known, almost all pedagogues, and especially classical pedagogues, increasingly emphasize the individual approach of students in learning, supplementing them with new ideas and facts.”<sup>14</sup>“In order to have a deeper understanding of

<sup>6</sup>N, Pajazit (2001) "Psychology" For second class in Gymnasium , III Edition , P.H School Book, Prishtina, Kosovë (Nushi Pajazit.pg,59-63.

<sup>7</sup> Genral Psychology II – Man and its perosonality in Psychology, University of Prishtina – Faculty of Philosophy, Prishtina, 1999.pg.

<sup>8</sup> P. Nushi. ”Learning of the school courses and their mastery, The texts Establishment and Teaching Tools in Kosova, Prishtina, 1997.pg,113

<sup>9</sup>Learning of the school courses and their mastery, The texts Establishment and Teaching Tools in Kosova, Prishtina, 1997.f.19-20.

<sup>10</sup>P.Nushi,” Learning of the school courses and their mastery, The texts Establishment and Teaching Tools in Kosova, Prishtina, 1997.pg,45.

<sup>11</sup>P,Nushi,General PsychologyI, Schooling Book, Prishtina, 2002.pg.78.

<sup>12</sup>P,Nushi "Remembrance and its treatment in the Albanian nomotic literature,"Kosova Academy of Science, Book 30.Prishtina,2008,pg 44-45.

<sup>13</sup>J.Rexhepagiq,Introduction to the working methodology ogf the research work - 1972.pg.56.

<sup>14</sup>J.Rexhepagiq,”Selected modern pedagogics topics. “Special Editions XXXIX,Section of the social sciences Book 11.Publishing House,School Book,Prishtina,2002,pg.286-287.

*the level of knowledge of the students in the lesson, to better understand the current analysis of the pedagogical literature, especially of the didactic literature, in spite of the progress in studying the problems related to the personalization of learning there are different concepts of students to understand the matter of the subject.”<sup>15</sup>*

#### **1.4. Cognitive personality style and key elements.**

The cognitive style is the characteristic way of recognizing the reality of each individual and the form of using cognitive processes and acting on his own. With this meaning, the cognitive style is the dimension of personality, *and in the narrow sense it is a stabilized, i.e. stable, rational and cognitive form.*

Teachers should not only be familiar with the content of the lesson they teach, but at the same time they should know the characteristics of the students they will work with. Studies have shown that students are more successful when learning takes place in accordance with their three characteristics of *"interests, the level of readiness to learn, the learning profile."*

**"Students' Interests in Teaching.** Students learn better when they have an interest in matters that interest them most, and at the same time that the subject matter for them is more understandable and more accessible to learn and learn. "Students' interests arise from the curiosity of the students to learn them and the strong emotions that the teacher teaches with."<sup>16</sup> *However, a well-trained teacher should always strive to link the content of what she explains to the student's interests.* For example, a student might have no interest in the subject but at the same time may be interested in football. *"Learning Student Learning Profile.*

*The learning profile lies in the fact that in which manner the best student learns. Student profile features are: preferred learning style, including within this profile, visual, hearing or kinesthetic profiles, and preference to learn from the general to the particular.”<sup>17</sup>*

➤ c) Student willingness to learn. A learner's willingness to learn is about the level of knowledge and skills and the level of understanding that he has in relation to a particular field.

➤ Readiness is influenced by a number of factors were among the most important in this regard are:

➤ The previous achievements of the student,

➤ Attitudes towards the school

➤ Life experiences, and e) his physiological and emotional state. Therefore, the

objective measurement and verification of the level and quality of the general preparation and especially of elementary school starters is of the utmost importance for the fact that:

They made it possible to know how much is the fund and what quality is the knowledge of each beginner's pupil in the elementary school, starting from the very fact that the initiators of elementary school today coming to the first class do not come with a similar range knowledge and preparation for learning. Based on the data collection from measurement and verification of the degree of preparation, it is possible to allocate the number of pupils and to form the temporary groups of the beginner pupils of the elementary school. *"The objective measurement*

<sup>15</sup>B.Gaxhiqi, "Differential learning at different degrees of difficulty in the lower primary school cycle," Prishtina.2005,pg,78-79-80.

<sup>16</sup>A permanently fresh ash of didactic thinking in Albanian language / Pedagogical periodical in Albanian between 1945-1978 /, Library "Shkëndija", Pristina 2008, (monographic study).

<sup>17</sup> I.Krasniqi, Teaching of Reading and Beginning, Methodical Assistance for Teacher Studies, Pedagogical Branch and for Primary School Teachers, Pristina University, Prishtina, 2002.f, 23.

*and evaluation of the students' knowledge made it possible to evaluate timely errors of the students so that the previously identified mistakes are improved in step with the pace of preparation for learning and reading. Research has shown, from school practice, but also from day to day work, that the mistakes that the student make, either in writing or in reading.”<sup>18</sup>*

### Summary

Learning and memory develop on the foundation of the development of learning abilities, which in contemporary psychology are termed the term intelligence. In the process of learning and preserving and exploiting what is taught, the effect of intelligence that relates to the speed of learning and the possession of a content by means of memory, as well as the level of information processing and the depth of processing these contents into the memory of the individual. “The learning process depends directly on a variety of factors that directly affect the learning process, but also in keeping in mind what is learned during the day, such as: *temperature, clean air, ambient calmness, climatic conditions, favorable environment, textbooks and their understanding.*

Even some other faculty and experts have noted for the solution of problems of this kind, where for solving and deepening knowledge of this problem it is necessary the greatest help of psychology, as well as of anatomic and physiological sciences, as well as the results of some sports disciplines.”<sup>19</sup>. *The purpose of this paper is that, in relation to other forms of work, the concept, the history and the possibility of developing group work in the lesson is explained, as this form of work organization creates a higher degree of creativity of the student’s work in lesson. Difficulties in the work of teachers today are not simple. Some are almost familiar with the level and age of students, such as: the school’s material position, school equipment with technology that directly affects the improvement but also the level of understanding of the teaching materials. A large number of pupils in the classroom, the work of many schools in urban environments, directly affects the negative aspect of the teaching work.*

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<sup>19</sup>J. Rexhepagiq: *Sami Frashëri* Kosovo Academy of Sciences and Arts . 2005. ISBN 9951-413-21-8.

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