



## Influence of the Number of Learners and the Number of Hours on the Quality of Perceiving the Information

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### Abstract

In this world, ideas clash between giving, receiving, understanding, but also reaching the predefined goal, as if one is solving a mathematical problem. But pedagogy is not given to anyone, it is not an exact science, but it is to transmit a knowledge, a know-how and a knowledge to be, it is all a practice especially the moment At present, the learner becomes a mature when we talk about education, when we talk about revision (I mean students who do not want to learn anything, understand or listen to advice). This is the reason why the pedagogue must be updated, must put him in the student's situation and blend into his environment to be able to transmit to him knowledge, know-how or knowledge to be.

**Keywords:** Learner; Knowledge; Duration; Number; Mood; Smile

### Influence of the Number of Students in Class

When a class has a high number of learners, it is the case of several institutions, of which one does not seek the quality, but nursery. School failure is 100% guaranteed, this is one of the reasons that the student does not perceive the information that the trainer gives him. Moreover the student is influenced by the behavior of the trainer by the moods of the trainer (smile), the conviction of the data that transmits, and especially the time that elapsed gave the information. All enters the trainer's games, which means if the number of high is important the trainer cannot be in a mood to smile or transmit the data because he is influenced by the number of students. The best class will be ideal with a student number of only ten (10). As his trainer works in a climate where all will be possible to do to answer the question gap of the

students and even to give more information in the first twenty (20) minute.

### The Interest of the 20 Minutes in Classes

It is crucial that in many institutions, the learner's information is between 15 to 25 minutes of the time of the first session of the course. Some thought, suggest that the learner does not pick that if they are bored, but he remains convinced that the length of time to receive information is short, but the question is what is the ideal duration for the high is concentrated with the trainer? If we go back to forums we find that all students describe the teacher "teacher", for them the "teacher" refers to a teacher who has no personality, he whom the students designate as "an old his boring class, the reason that causes the pupils to lose themselves in their thoughts.

This is a phenomenon we also notice in speeches, when they are longer than 20 minutes. The attention of the learners is fully attracted to the trainer during the first 20 minutes after it is the click, poof ... nothing as if nothing exists before him and he gets lost in these thoughts. According to studies done on the passage of time, they found a clear influence on the duration that the learner perceives the information at the beginning of the session. Out of every 100 students in class, 90% of the students follow, but when the first precious minutes are passed, the pupils give up, and they are disconnected.

The same ideas are debated, such as this reflection of the commentary which states that "learners will be much more motivated to make the effort to learn if the trainer is convinced himself of his words and the relevance of the contribution of knowledge for learners » In addition we talk about "We must expect that learners all lose at one time or another, their benchmarks. Because the rise in competence passes by the deconstruction of the acquired to integrate the novelties. " Then we talk about time that confirms the same tenant "The attention is not supported more than 20 minutes. After this (average) time, the spirit escapes. " If the instructor considers his three extra points, then he will be able to reach his audience What are the main observations you can make about guidance educations for Young people in France? In preparing the Cnesco symposium on guidance education, we observed that it is the children whose families have a low cultural capital who are the first victims of the school's orientation deficiency, information and support decisions and sir researcher you speak only of your country, but in Algeria the opposite is true, the orientation is poorly managed and the results are satisfactory. We can mention several cases. And we have indeed found that the policies of orientation of the pupils conducted in France do not propose clear objectives in the matter of social justice and promotion of the social mobility, which is all the more penalizing in the era of the individualization of public action. We are penalizing the teachers, the institutions, but also the Infrastructures, but it is another thing, we must see on the other side the side where the learner looks. It is not you the seeker when aims because you have succeeded and your criteria for success is based on things you had in your time. It's the basis of updating your information to find how to design a program worthy of the name to transmit knowledge. What does the learner look at in class? It is important not to say that it is the fault of the accompaniment which calls into question, it is not it's the reason, it is a phenomenon of society, it is a

phenomenon of environment, and it is a phenomenon of moral orientation if we allow ourselves to say that. Proposals made by politicians. We hate hats to those who have seen that the number of classmates must be downplayed, like Emmanuel Macron, Benoît Hamon, Nicolas Dupont-Aignan, Jean-Luc Mélenchon, yes it is confirmed because it is the only way to that the trainer exercises a certain strategy, some classroom policy to better managed the information given to the learner, and assessment to evaluate their level accordingly.

We must not reduce the number of students to say it will succeed, but we must also place the right trainer in its place. It is also necessary to make the climate for the learner favorable, if it is three criteria do not go together, we will also say even reduce the number of students and a disaster. As it has been presumed as "practically zero interest" because France has already experienced duplication in a hundred classes of CP, with the former Minister Luc Ferry between 2002 and 2004. The staff had been reduced to 8 to 12 students. About a hundred control classes, with usual numbers, were studied in parallel. If the survey showed that students had gained motivation, it also concluded that there was "virtually no interest" in reducing class size. The students had progressed slightly more than comparable class mates, but the initial inequalities were not reduced and, once in CE1, these students performed equally well. It was also necessary to see the pedagogy and the content of the information and the trainer.

## Conclusion

The solutions do not necessarily reside in a decrease in the number of students but also we must see the motivations of the trainer, it is necessary that the entourage of the learner is the maximum suitable, and that this learner is not too far from home, so that in class does not think about the trip, nor what will eat during the hours of postponement, and thereby minimize the difficulties that the learner perceives. In addition to his class, the teacher must be able to vary his practices, in order to adapt to the diversity of the level and abilities of the students. And to blend in the head of the student, and the formulas of politeness of recommendations it will never be able to disappear this formula it is "to make cooperate the students, to organize tutorials between pupils, to make outings, to make the pupils aware of real situations in a test subject or homework ...."