

The humanistic model of learning: a theoretical approach to the most important indirect learning strategies

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Abstract:

This theoretical study examines the principles explaining learning based on the views of Carl Rogers, the founder of this movement. As this approach is considered as one of the most important educational intellectual currents with resonance. Due to the lack of literature concerned with defining the frameworks of the humanistic theory of learning, we find it necessary to write this article in order to highlight the humanistic educational bases and strategies such as indirect education strategies, or what is also known as the learner-centred strategy. This is by clarifying the nature of the educational roles of both the teacher and the learner within them. We also try to highlight their most important characteristics and the principles of facilitated learning. As well as identifying the most important teaching methods adopted in the learner-centred strategy which is considered as one of the most important demands of educational systems in the twenty-first century.

Keywords: indirect education, learner-centred learning strategy, teaching methods adopted in the learner-centred learning strategy.

Introduction:

This research paper studies in depth the learning strategy and it focuses on two main questions: How to teach and how to learn? They are truly two questions that have occupied the minds of educational thinkers for a period of time and they still do. The attempts to answer them have resulted in a set of opinions that ultimately formed a series of educational theoretical approaches that attempted to interpret all forms of learning among human beings. Due to the different viewpoints of theorists who had different scientific approaches and general frames of reference, their opinions varied in explaining the learning process, and each group of them proposed a theory of learning.

The term “theory of learning” refers to a set of principles and implications through which the observed changes in performance can be linked with what can be imagined as a reason for this change, or it is the attempts to organize, simplify, explain, predict and interpret the facts of learning. (Ali bin Muhammad Al-Saghir and Saleh bn Abdul Aziz Al-Nassar, 2002, p.03)

Among the most important learning theories, the behavioural theory, the cognitive theory, and the humanistic theory. The latter of which will be the focus in this article. The humanistic learning theory is considered one of the most important and prominent educational intellectual currents with resonance, because it presented qualitative ideas and a unique approach which enriched the educational thoughts.

From the pragmatic stand point, understanding the principles of the learning process is extremely important for teachers. This understanding enables them to determine their practical orientations while dealing with learners in different educational settings. Moreover, being acquainted with these theoretical approaches, they have some knowledge and familiarity with appropriate methods, styles, and models of teaching positions proposed by each Learning theory.

1. A historical overview of the humanistic current in psychology:

The origins of the humanistic model in learning go back to the views of the American psychologist Carl Rogers (1902-1987). The latter proposed in 1930 a theory in psychology that was particularly concerned with the dynamics of individual development, and focused on the basic principle that all

individuals have a positive orientation toward learning. . Everything is based on the individual's need to create himself in order to become authentic, kind, consistent with himself, and aware of the truth in itself. Rogers also emphasizes that we should feel things, trust our experiences, or listen to ourselves, express what we truly feel, accept the self as it is, and trust our evaluations. We should also accept the other as he is, with his advantages and disadvantages. Experience, according to Rogers, is the absolute power. (Bertrand Japheth, translated by Muhammad Bouallaq, 2007, p.56-57)

- **Postulates of human theory:**

Carl Rogers, the American psychologist, became famous thanks to his advanced and qualitative views on counselling and psychotherapy. He created his model of indirect counselling, which later developed to be known as client-centred therapy and then person-centred therapy.

The humanist trend - or what is also known as the phenomenological or personalist trend - stems from an existential philosophy centred on the human being as a liberated self-capable of realizing himself on his own. Abdul Karim Gharib summarizes the principles of this trend in three points: first, the human personality is positive by nature, second, it is capable of free self-activity, and third and finally, it is unique in his characteristics and does not accept the interference of others. (Abdul Karim Gharib, 2006, p.301)

Humanistic psychologists pay a great attention to the human individual as a whole, and they emphasize a number of axioms, such as that every human being differs from others thanks to his personal experience, that is, the way he sees the world and himself. For Carl Rogers, experience is the absolute power within every individual. Man, as an organic being, is distinguished from other beings. He has distinctive characteristics, such as the ability to determine destiny, responsibility, evaluation, creativity, and a sense of freedom and human dignity. The essence of what distinguishes him from other beings is his tendency to realize all his potentials and capabilities within him, and this is on the assumption that this man is a rational, social and realistic being governed by the innate drive to progress, improvement, and advance towards a better situation.

On the other hand, humanists confirm that man is an emotional being. This means that feeling governs all his actions. He consciously chooses his reality. He can also distinguish all the circumstances and factors that lead him to lose the balance and maladaptation, and he can get rid of these factors with his own will and ability. The self, according to Carl Rogers, tends to Harmony and Balance. This innate tendency to restore stability and adapt is essentially what Rogers calls the tendency to self-actualization.

The previous study shows that humanistic psychology is based on a positive, optimistic view about the human being. It is a view that constitutes a reaction against the two schools that were prevalent in the first half of the twentieth century, namely the behavioral school and the psychoanalytic school, and from there, it came the name of the humanist trend "the psychology of the third force." Their approach is based on three fundamental concepts, which are:

A. The virtual field:

It refers to a set of experiences that a person witnesses at the moment of the action and everything that takes place within the organic being, and it is a frame of reference which the individual can only perceive. By inventing of the idea of the virtual field, Carl Rogers wanted to emphasize the importance of the subjective experience of individuals in contrast to the data of the objective, neutral world. What is most important is not the surrounding world, but rather the most important thing is how each of us perceives this world. Accordingly, there is not one real world, but rather there are many worlds as many as people. Each according to his personal experiences and perceptions, based on the previous data, this apparent field is the most important determinant of individuals' behaviors.

B. Organic organism:

The individual as a biological system responds as an organized whole to the virtual field to satisfy his needs and achieve his basic motivation, which is self-realization.

C. Self

Rogers sees self-concept as an organized (holistic) concept or depiction of the gestalt consisting of the individual's perceptions of himself alone, as expressed by the first-person pronoun 'I', or of himself in relation to other people and things in the environment (i.e., his relationship with life), as expressed by The object pronoun used to indicate 'Me'.

The self is the entity of the individual or person, and it is the distinct part of the apparent field. It consists of a pattern of perceptions and emotional values, which change as a result of maturity and learning, and grow or develop through the process of interaction between individuals and the environment of which they are a part. It also tends toward internal consistency and seeks compatibility, balance and stability to become the center around which all experiences are organized. It includes the perceived self, the social self, and the ideal self. (Sultan Mufarreh Al-Sarhani, 2016, p. 9)

2.Humanistic theory in the field of learning:

Humanistic theory is one of the most important major models in learning, along with behavioural, cognitive, and social theory. This theory focused on valuing the role of emotional aspects in learning so as to humanize school classrooms. It called for the necessity of making education human, giving value to the learner with all his personal abilities and capabilities. Cognitive, emotional, motivational... This is in order to help individuals achieve the best performance they can. (Youssef Qatami and Nayfa Qatami, 1998, p.40)

The humanistic model of learning is referred to by the term learner-centred education, which came as a reaction to the trend of education-centred formation, which presents its contents according to communicative methods that often take the form of lectures. This specific pedagogy opposed the problem of the narrow place occupied by subjectivity and freedom in the educational process. The proponents of this trend then set for themselves the goal of making the student's subjective dynamism occupy the center of their educational concerns.

The pioneers of the humanistic trend in psychology derived their educational views from existential phenomenological philosophy, which defends their firm belief that the human personality aspires to be free and responsible through the life project of each individual. Therefore, the tasks that fall upon education are summed up in helping individuals to become self-actualized individuals, that is, for everyone to achieve all their potential to the best of their abilities. (<https://elearn.univ-tlemcen.dz/mod/resource/view.php?id=34837>)

Accordingly, from a humanistic perspective, the school must seek to educate the whole child and develop all his personal components. Humanists are 'holists' committed to education that includes the whole student that is feelings, knowledge, and experiences - with the aim of developing his integrated personality in all its aspects. This is in contrast to the traditional school. Thus, according to the humanists' opinion, educational programs should not only develop the student's cognitive skills, but should also pay attention to his emotional upbringing as forming attitudes, feelings, and values, as well as giving him a positive image of the self. These are all things that enable a person to be prepared for what Rogers calls a fully capable person in dealing with life.

Describing the goals of the philosophy of humanistic education Abraham Maslow, one of the original pioneers of the humanistic movement says: "Humanistic movements in teaching and learning depend on taking into account the fact that learners bring all the elements of their personalities to the classroom, they bring their minds which think and feel, they bring values that help them filter what they see and hear." They also come with a set of educational trends and methods that make each student a distinct and different person from the rest of the students. Humanistic psychologists do not only start from the idea that students differ from each other, but also acknowledge that these students remain different at the end of the academic program.' (Abdel Qader Al-Zaki, 2000, p.20)

Abdul Karim Gharib points out that these general principles of the humanist movement have influenced pedagogical perceptions in terms of a number of points that are considered as the bases of the humanistic approach to learning, which he summarizes as follows:

- Respect the learner's own effort.
- Developing the competence of creativity.
- Establishing intimate communication that respects the independence of each individual. (Abdul Karim Gharib, 2006, p 301)

So; **human learning** is learning in which situations, experiences, and activities are created that help the learner exploit his creative energies and abilities in order to provide opportunities to show his feelings and emotions. It helps him develop his personality, and understand his role within the groups in which he works. (Lachichi Amal, 2012, p. 41)

2.1 .Postulates of the humanistic theory of human learning as seen by Carl Rogers:

-All individuals have a positive orientation towards learning:

The human being has a natural ability to learn, a natural curiosity about the world in which he lives, and a desire to develop himself further and longer unless the experiences of the school system can destroy this desire.

-Meaningful learning occurs when the material learned is perceived and understood by the student and is closely related to his own goals:

that is, the student quickly absorbs and maintains knowledge that he realizes is consistent with himself. An example of this is two students studying statistics, one of whom is studying the subject as a research project that will benefit him in his professionalism, professionally as a researcher in the future, the second studies this subject because it is required of him (an academic requirement), as the difference between them appears in the educational outcome of each of them. The first learns in order to employ the learned material, and the second learns in order to avoid academic failure. We conclude that if the school subject is relevant to the learner himself and his goals, the learning process is rapid and what Carl Rogers calls meaningful learning is achieved.

-Every learning that leads to a change in the self-system or in the ego's perception creates a feeling of threat that is usually met with resistance.

-The subject of learning is realized and assimilated whenever the degree of external threats is reduced to the greatest extent:

Learning in which there are fewer opportunities to threaten the learner's self allows for better experience acquisition and enables clear progress to be achieved.

- The activity facilitates learning that has significance and meaning:

People often understand and retain things through practice, as they remain forever affected by these learning.

- The individual is responsible for his learning:

The more the learner has part of the responsibility for learning, the easier learning becomes, as learning reaches its maximum extent when the learner identifies his own problems and tests the resources for their solutions himself, which makes it easier for him to control the steps that must be followed and accept the results of his choices.

- Education that includes the person emotional and cognitive aspects alike is an education that reachesthe depths:

The humanistic trend approaches the person as a whole, so humanists call for that type of education that includes (feelings, knowledge, and experiences), that is, the education which targets the personality of the individual as a whole. It is the education in which the person decides his own destiny and thus can maintain it for a long time. Learning the one that starts from the self and engages the learner's self (his feelings, motivations, mind, and thought) is the most durable, most effective, most stable, and lasting.

- Self-evaluation is the basis of learning:

The student gains the greatest degree of independence in thought, creativity, and self-confidence if he comes to believe that self-criticism and evaluation are essential in his learning process. He also believes that the evaluations of others are only secondary matters. In addition, independence, self-reliance, and creativity are not carried out only in an atmosphere of freedom and external evaluation becomes fruitless and useless in comparison to self-evaluation, especially if the goal of learning is creative work.

- Adopting contemporary learning mechanisms, (learning the learning process):

Learning the learning mechanisms that exist in the contemporary world is one of the most useful types from a practical social perspective, as we must learn how to remain open to subjective experience, and how to internalize the process of change. In this rapidly changing world, and in light of the explosion of knowledge, the focus must be on learning the learning process (learning how to learn?) From this standpoint, Carl Rogers believes that non-dynamic education that focused on information was appropriate for a previous time, and in order for the civilization and its growth to continue, we must develop people who believe in change as a fundamental and central fact in life, people who are able to live with and enjoy this fact. (Carl R. Rogers, 1976, p.156-162)

Among the assumptions on which the humanistic approach is based in interpreting learning and teaching situations are what both Qatami and Qatami mentioned as follows:

- Every individual is born with a basic inner nature. This inner nature is shaped by experiences, emotional thoughts, and feelings, or what the humanists termed the concept of the self, which in their opinion is the primary determinant of human learning. Accordingly, learning according to the human model is a process that takes place from the inside out, and therefore the focus must start from the self. First, with the desires, motives, feelings, and knowledge it contains, learning takes place from the inside out, which is the opposite of what the behavioural school says.
- Individuals have the ability to make choices in their growth and development, and they are responsible for these choices and goals. Every person is responsible for his destiny.
- Parents and teachers play an important role in helping children make rational choices by satisfying their various needs. This should be done with their help, and children should be given opportunities to grow to their fullest potential.
- The self-changes and grows as a result of maturity and learning, and also grows through the processes of interaction between the individual and the surrounding environment.
- The relationship between students and teachers has a significant impact on learning.
- The human aspects should be revealed to the same extent as the cognitive aspects.
- Teachers trust students, and learning is learner-centered.
- Revealing students' feelings and emotions is essential for learning.
- The teacher should create a classroom atmosphere dominated by warmth, positivity and acceptance.
- The teacher should make every effort to show his humanity in relationships, practices, and classroom activities. (Ali bin Muhammad Al-Saghir and Saleh bin Abdul Aziz Al-Nassar, 2002, p. 10)

3- The goals of education among those of the humanist movement:

The goals of education among those of the humanist trend are summarized as follows:

1. Achieving changes that have significance at the level of the individual's behavior. The educational goal should have meaning for the learner.
2. Making all learning start from the student's personal initiatives, as independence in choosing goals, or rather the learner's participation in determining the objectives of the educational/learning process is one of the basic factors that help achieve the educational goal.
3. Making the learner able to realize the compatibility between the knowledge that must be acquired and the subject of learning.
4. Creating a profound change in the individual.
5. Enable the learner to teach himself freely. (Mohamed Bouallaq, 2006, p. 12)

In this regard, Carl Rogers says: 'I have come to a belief which means that the only knowledge that an individual can acquire, which can have an impact on his behavior, is that knowledge which he discovers himself. (Bertrand Japheth, translated by Muhammad Bouallaq, 2007, p.59)

Based on the previous information, the pioneers of the humanistic approach acknowledge that the only way to implement their educational philosophy is the learner-centered methodology, or what is also known as indirect or undirected learning (non-directive pedagogy). They also emphasize that the optimal organization for using this methodology is the open section. We will discuss these basic concepts, as well as the educational organizations and strategies emerging from the humanitarian approach, in some detail.

4. Humanistic educational strategies:

4.1- Indirect (undirected) education:

Rogers distinguishes between two types of learning. First, there is meaningless learning or automatic learning, which is based on memorizing information that is meaningless to the learner. The cognitive content lacks personal significance for the learner and does not contain his feelings, or let us say that this knowledge does not contain him as an integrated person. The second type is learning that occurs in daily life, and Rogers calls it experiential learning. This type of learning has a meaning, and according to Rogers, it is a rapid learning and can last. Rogers believes that education today is

concerned with the first type, which is education centered on the teacher and on indoctrination methods. Although it acknowledges the second type and its importance, it does not seek it. (Tawfiq Ahmed Marei, Muhammad Mahmoud Al-Hila, 2002, p.186).

Rogers refers to learning through the term experiential learning (L'apprentissage expérientiel), which is characterized by the following:

- Experiential learning is primarily a personal commitment in which the entire personality is immersed.
- This learning is based on student initiatives.
- This learning goes deep into the student, changing his personality, behaviors, and attitudes.
- Self-evaluation: The evaluation center is located within the learner, as the human being has a natural ability to learn and has a desire to develop himself significantly and for a longer period if the appropriate conditions exist.
- The activity carried out by the learner facilitates learning, which becomes significant and meaningful. We often understand things and retain them by practicing them, and we remain influenced by this learning. Correct learning occurs when the learner realizes that there is compatibility between the knowledge that must be acquired and the subject of learning. , (Carl Rogers 1976, p. 03)

The indirect education model emphasizes facilitating learning, because its goal is to enable the student to achieve greater personal cohesion and make realistic and effective self-evaluations, thus achieving new perceptions that are consistent with the self in its unique being. The teacher's goal is not to change students, but rather he seeks to provide help and support to achieve an objective understanding of their needs, motivations, and values so that they can direct their educational decisions, as well as his ability to identify his problems and solve them himself. Rogers draws his views on indirect education from his views on indirect counselling, in which the person's ability to deal effectively with his life is respected.

Rogers suggests designing an educational environment that facilitates the second type of learning, that is, an environment that facilitates learning, which is what is called the open classroom, the specifications of which we will mention. Accordingly, the only learning according to Rogers is indirect (undirected) learning, and in contrast, it is self-discovered learning that takes away the nature. The focus of the teacher and the course is to attach it to the learner. This type of learning has three conditions, which are also at the same time considered characteristics of teachers who facilitate healthy human relations in the classroom environment. We summarize them as follows:

- **Authenticity** (or character): refers to the ability of a person to be in harmony with his feelings, congruent and consistent with them, meaning that the teacher tends to accept his feelings and deal with them with awareness and understanding. It is easier for students to learn any cognitive content if the teacher is himself, that is, he expresses his feelings, whether positive or negative, thus moving away from the stereotypical image of the teacher that the educational system perpetuates.

-**Respect and acceptance:** It is represented by the teacher's ability to express respect to the student as he is as a person who has value in his unique self and the potential he has for growth. It also includes the teacher's respect to the student's right to make decisions that affect his development, as the teacher must accept the student's opinions, initiatives, and feelings without any conditional restriction. (Tawfiq Ahmed Mar'i, Muhammad Mahmoud Al-Haila, 2002, p. 188)

-**Emotional participation or empathy:** What Rogers means is the teacher's ability to understand the student's perceptions and to express this understanding, and to try to put himself in the position of the student himself, that is, he should try to look at things from the student's point of view in order to understand the true nature of his reactions and actions. If the teacher is not aware of the student's point of view, the student's growth may deviate from the ultimate goal of self-realization. (Ali bin Muhammad Al-Saghir and Saleh bin Abdul Aziz Al-Nassar, 2002, p.10)

-Indirect learning strategies:

Carl Rogers' experiential learning is based on two main ideas:

- Employing interactive strategies between people.
- Transforming the professor - the informant - into a professor - the facilitator-.

First: The role of the professor in the indirect learning model:

The teacher's job is to facilitate the student's growth from the inside out. Thus, the teacher's role has changed from a storehouse of knowledge to a facilitator of growth. The teacher in this model must also redesign the classroom so that he is not the most important person in the educational process, but he must be the facilitator of learning more than if he were the central figure in the entire educational process. In indirect education, the teacher tries to see the world as the student sees it, this creates an atmosphere of empathic understanding in which the student's self-direction can be cultivated and developed (l'empathie). The main tool used is the indirect interview strategy, which is a classroom interview in which the teacher reflects the students' thoughts and feelings. By using observations that are reflected through the students' thoughts, the teacher raises the students' awareness of their perceptions and feelings, and thus helps them clarify their thoughts, resulting in a keen knowledge of themselves and others. Through an empathic relationship characterized by security, the teacher accepts all feelings and thoughts unconditionally, and this acceptance of positive and negative thoughts is necessary for emotional development and a positive solution.

Although the indirect interview is appropriate for dealing with students who have personal or academic problems, it is also appropriate to use this technique with successful and outstanding students.

The indirect interview atmosphere is characterized by four features:

1. The teacher shows warmth and responsiveness, expressing genuine interest in the student and accepting him as a person.
2. The atmosphere of the indirect interview is characterized by leniency and freedom regarding the expression of feelings, because the teacher does not issue judgment and does not evaluate the student morally, and because of the importance of feelings, a lot of content is discussed that can be maintained in a normal state in normal relationships between the student and the teacher.
3. The student is free to express his feelings symbolically, but he is not free to transfer his emotions to the work site.
4. The mentoring relationship must be free of any kind of pressure or coercion, as the teacher must strive not to show any personal bias, or let his reaction be embarrassing to the student. (Atef Hassan Shawashra and Suhad Abdullah Bani
Attawww.aou.edu.jo/actionmag/research5/ar2/articel%202.doc)

The interview takes place through the following steps:

- ✚ The teacher tries to understand the student's problem and then seeks to make it clear to the student.
- ✚ The interview process begins with the teacher asking the student about his problem and leaving him free to talk about it.
- ✚ The teacher guarantees the student a safe atmosphere based on freedom and trust, avoiding judgment on the student's feelings and statements during the interview session. The teacher tries to record notes, accepts what the student says without asking questions, and avoids excessive evaluation or compliments.
- ✚ The teacher ends the interview after a series of interviews that have helped the student in achieving a correct awareness and understanding of the dimensions of his problem, after which he will address it on his own. (Tawfiq Ahmed Marei, Muhammad Mahmoud Al-Hila, 2002, p.189)

In general, Carl Rogers lists the characteristics necessary to restore freedom of learning to the student. They are the characteristics of the teacher who facilitates learning, and they are as follows:

- 1) The facilitator helps in establishing a free classroom climate, based on spreading the spirit of activity and vitality among the members of the group.
- 2) The facilitator helps students clarify their projects and goals. He allows them to freely explain what they like to do.
- 3) The facilitator helps each student to use his own feelings, goals, and motivations that are meaningful to him to become his driving force in achieving meaningful learning.
- 4) The facilitator offers a wide range of learning resources: audio-visual materials, books, excursions...

- 5) The facilitator behaves with all flexibility and acceptance with his students, as he adopts a positive attitude towards all opinions, ideas and feelings that come from them, and is keen to accept them as they are and never belittle them.
- 6) The facilitator responds to both the students' thoughts (cognitive content) and their feelings (affective tendencies).
- 7) When the atmosphere of acceptance is established in the department, the facilitator himself turns into a participant in the learning expressing his views as simply a person.
- 8) The facilitator participates in an exemplary and active manner in the interpersonal relationships in the class, expressing his true opinions and feelings.
- 9) During all the students' expressive situations, the facilitator must remain attentive to all the deep and aggressive expressions of his students. The latter can help him understand their problems.
- 10) In performing his task, the learning facilitator must be aware of the limits of his interventions. He knows when to give them freedom and when to be understanding when he tries to enter the inner world of his students in order to achieve a better understanding of their angles of view, and so on with all of his interventions. The facilitator emphasizes self-evaluation and makes students responsible for achieving their goals.
- 11) The facilitator helps the student discover new topics that can interest them.
- 12) The facilitator has a mutual, participatory relationship with the student. If the student complains about the problem of low achievement, the teacher encourages him to express himself towards the school and towards himself and others. By expressing this, he has helped him realize the problem and its causes and thus makes the appropriate adjustments and measures towards the problem. (Carl R. Rogers 1976, p. 162-165)

Second: The role of the student in the indirect education model:

The humanistic approach in learning has given the direct and pivotal role to the learner, while the individuals surrounding him, including teachers, mentors, and parents, play indirect roles, and the student performs general basic roles that are:

- 1- Expressing oneself with all its contents of knowledge, emotions and experiences.
- 2- Engaging in learning situations and trying to gain insight into different situations with all the problems and experiences they contain.
- 3- Have an initiative spirit and engage in classroom activities with full energy and energy.
- 4- Practice experience and cooperative learning based on interaction with all individuals who make up the classroom environment.
- 5- Trying to realize and understand oneself correctly and then achieve this self.
- 6- He plays an active social role with the individuals around him.
- 7- He chooses the subject of his learning according to his interests and shares his opinions with the teacher in planning learning situations.
- 8- The student adheres to the standards and laws that govern classroom activity.
- 9- The student plays an important role in the open class. (Atef Hassan Shawashra and Suhad Abdullah Bani Atta. www.aou.edu.jo/actionmag/research5/ar2/articel%202.doc)

Third: The idea of the open classroom in the indirect education model:

An open class has the following features:

1. The idea of the open classroom is based on its main goal, which is to develop the learner's self and reach its full potential. In this type of classroom, the learner must identify his educational needs.
2. The school work technique here is represented by group work in order to achieve the issue of student flexibility in learning, which leads to more creativity because creativity requires an atmosphere of freedom.
3. In this type of classroom, the teacher plays the role of learning facilitator. He is the reference, guide, and guide.
4. The student is free to set his goals in different educational situations and he is the one who chooses the means to achieve those goals.
5. As for the issue of evaluation, it depends on the student's self-evaluation and the extent of his progress in his learning, and therefore it is an unconventional evaluation.

6. The teacher is keen to diversify the learning methods for the learners, and also guarantees them a high degree of freedom in movement and speech to reach a high level of constructive classroom interaction.
7. The teacher broadcasts a human atmosphere in the classroom based on acceptance, respect, and openness to experience, and encourages his students to talk about their various behavioural and academic problems. (Atef Hassan Shawashra and Suhad Abdullah Bani Atta, Towards a Humanistic Model for Educational Practice, www.aou.edu.jo/actionmag/research5/ar2/articel%202.doc)

4.2- Learner-centered learning strategy:

The term learner-centered learning refers to that perspective that combines a focus on learners as individuals and their characteristics, experiences, attitudes, tendencies, and learning to provide the best knowledge to increase achievement and motivation. This strategy also refers to the process of dynamic containment of the student through the educational situation, which requires the student movement, performance and effective participation under the direct supervision of the teacher. It is learning in which the student actively participates through a number of activities and the teacher is a guide to the education process. (Ahmed bin Muhammad Saad Al-Hussein, 2019, p. 162)

Marilyn Weimer says in her book 'Learner-Centered Teaching' that learner-centered teaching is a teaching method that focuses on learning. It means that what the student does is the primary concern of the teacher. It is simply:

- ❖ A method of teaching that involves students in aspects of the learning process.
- ❖ It empowers and motivates students by giving them some control over the learning processes.
- ❖ It encourages cooperation by considering the classroom a community in which everyone shares the same educational goals.
- ❖ It prompts students to think about what they are learning and how they are learning it.
- ❖ -It includes clear instructions on learning skills. (Marilyn Weimer, 2017, p.35)

First: Characteristics of learner-centered learning strategies:

- Learning is directed to the benefit of the student.
- Focus on the student's responsibility and initiatives to learn and acquire skills.
- All activities and projects must be centered around the student.
- Considering the teacher as a facilitator, participant, supporter, and guide, rather than a main source.
- Work cooperatively and collectively, in internal and external distributions among students.
- Diversifying appropriate strategies to achieve student-centeredness.
- Providing the appropriate classroom environment to achieve learning goals.

- Increasing the student's cognitive structure.
- Linking feedback and evaluation processes with proven tools and methods that achieve effectiveness.
- Raising the level of regularity and sense of responsibility and confirming achievement motivation.

Through what is mentioned above, the features of a learner-centered learning environment emerge for us: knowledge building, confidence, vitality and activity, positivity and initiative, self-advancement, diversity, cooperative and group work, as well as motivation. Therefore, we can summarize the importance of learner-centered learning as follows:

- -This strategy increases the chances of students engaging in work and makes it more enjoyable and joyful.
- -It helps develop social relationships and communication between students and teachers.
- -Develops self-confidence and the ability to express opinions and ideas.
- -Enhances motivation, positive trends, and constructive values during learning and accustoms them to following correct systems and practices. Ahmed bin Muhammad Saad Al-Hussein, 2019, p.162-163)

Second: Principles of facilitated learning within the framework of learner-centered teaching methods:

A set of guidelines can be guided by a set of principles that describe what teachers who follow learner-centered teaching methods do in order to implement this strategy on the ground within the classroom. These principles are as follows:

- **The first principle: Teachers allow students to perform more educational tasks.**

Teachers involve students in organizing the lesson content and give them the opportunity to provide examples, ask questions, and solve problems.

- **The second principle: Teachers reduce talking so students can explore more.**

Rogers calls on teachers to limit the amount of their classroom talk and the amount of their reporting opinions to give the chance for their students' interventions according to the slogan 'Let them unfold.'

- **The third principle: Teachers perform the task of instructional design with greater care.**

Designing and preparing learning activities in various academic subjects is one of the most important roles of the teacher within the learner-centered learning strategy, and these design tasks, in Vinnick's opinion, create great educational experiences.

- **The fourth principle: Teachers encourage students to learn from each other and cooperate with each other:**

According to this strategy, the teacher is no longer the only source of knowledge. There are other sources, namely peers and group work that facilitates individual learning.

- **The fifth principle: Faculty members and students work to create an atmosphere conducive to learning.**

Learner-centered teaching is not much related to discipline, but rather it is more related to creating an atmosphere that encourages the learning process, and the teacher has a leadership role in the process of developing such an atmosphere.

- **The sixth principle : Teachers use evaluation to enhance learning**

According to the learner-centered learning strategy, students have the opportunity to evaluate their work and the work of their peers. This does not mean that they give themselves or their peers grades, but rather it means that they can participate in activities that allow them to take a critical look at their work and the work of their colleagues. (Marilyn Weimer, 2017, p.100)

Third: The most important teaching methods adopted within the learner-centered learning strategy:

-Cooperative learning:

In this method, the students of one class are divided into small, heterogeneous groups. Each group includes (2-6) students and requires them to work together and interact with each other, bearing responsibility for their own learning and the learning of their colleagues in order to achieve the desired goals under the supervision and guidance of the teacher.

-Problem Solving:

Problem solving, as one of the teaching methods adopted in the learner-centered learning strategy, means that educational activity in which the student faces a problem (issue or question) and seeks to find solutions to them depending on his previous knowledge, and in doing so follows the steps of the scientific method, beginning with carefully identifying the dimensions of the problem and proposing solutions to them in the form of hypotheses. Then, testing them and verifying their validity as solutions to the problem and choosing the most appropriate ones. (Yahya bin Amer Yahya Hamdi, 2017, p.570-572)

-Brainstorming:

Brainstorming is defined in educational terminology as a collective creative technique through which group efforts are made to find solutions to a specific problem by collecting a list of spontaneous ideas. Brainstorming is a situation in which a group of people meet to generate new ideas and solutions about a specific field, where individuals can think more freely and propose as many new spontaneous ideas as possible. All ideas are written down without criticism and after the brainstorming session the ideas are evaluated. (Khaled Khamis Al-Sir Others, 2021, p. 140)

-Dialogue and discussion:

Dialogue and discussion is a teaching method with a verbal basis, based on oral dialogue between the teacher and the learners by stimulating an atmosphere of discussion about various academic topics and exchanging opinions, ideas and experiences among the students and between them and their teachers. This method contributes to raising the pace of interaction between the students and the teacher or Among the students themselves through feedback, it also creates an atmosphere of vitality and enthusiasm in the class, so it enhances their communication skills and develops their free thinking and critical thinking skills through the evidence and discussions that the student provides to support responses.

-Projects:

Projects are considered one of the most important modern teaching methods that aim to link the student's knowledge to practical field life. It is simply an activity or group of manual and mental activities that learners practice with the aim of finding procedural solutions to specific problems stemming from the academic course.

This educational method is highly compatible with those activities that are predominantly practical in nature, so it is considered one of the most ideal methods that help link students' experiences and knowledge with reality, as the knowledge acquired by the learner is consolidated by research and realistic experience on topics that fall within their circle of interests compared to the information that they obtain. He receives it through traditional methods (reporting methods), and one of its most important features is that it develops students' skills in teamwork and problem-solving skills. It also enhances in them the spirit of competition, self-reliance, and responsibility. It is also considered one of the most important educational formulas for individualizing education and taking into account individual differences among students.

-Role play:

The role-playing method is one of the modern teaching methods that depend on the learner's effectiveness and participation in the learning process. It is an educational method in which a group of students act out a situation whose topic revolves around a specific problem under the supervision and guidance of the teacher, in which the students assume the characters of the situation and its events using some materials and tools, while the rest of the students watch these scenes and observe the situations represented and criticize them. At the end of the acting activity, the teacher organizes a guided discussion with everyone's participation.

This educational method is suitable for a number of academic subjects, especially teaching theoretical values such as order, cooperation, etc., which are abstract values that can only be understood by embodying them in representative situations. Therefore, role-playing is considered one of the most appropriate educational and practical methods for refining children's personality in all its physical and cognitive aspects social and emotional, especially in the primary stage. It provides them with an opportunity to express themselves and highlight their feelings. It is also an exciting method for them which increases their enthusiasm and motivation to learn, and develops their expressive skills and their spirit of initiative and spontaneity. It also enriches the interactive pattern among them and enhances a wide range of skills they have, such as behavioral skills, social and communication skills. (Ahmed bin Muhammad Saad Al-Hussein, 2019, p. 166)

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