
A Review of Humanistic Approach to Student Centred Instruction

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Abstract

Generally student-centred instruction strategies are forever accepted and effective in teaching/learning process. Student-centred education is therefore a practical application of the humanistic theory of learning. The humanistic approach is related to humanism or humanist psychology. Humanistic psychology is a viewpoint, highlighting the importance to consider the person's totality and the uniqueness of each person. Self-actualization is the main objective of humanistic education and learning. Learner Centred Instruction prioritises students' goals and recognises the importance of learner performance in the process of learning.

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Keywords: Humanistic Approach, Student-Centred Instruction, Teaching/Learning Process

Introduction

A great and prominent philosopher, *Jiddu Krishnamurti* says that all we human beings are forever learners in the span our lives just from birth to death. Education/Learning is the predominant factor for human civilization and cultural development wherever in the world.

In educational or instructional process, outstanding and competent teachers are frequently striving to improve their teaching/learning strategies in order to help their pupils. As a matter of fact, teachers can engage with various students based on their learning styles and capabilities using a variety of instructional theories and strategies. It is witnessed that student-centred teaching practices have a lot of success in terms of supporting students to grow and improve. Student-centred education is therefore a practical application of the humanistic theory of learning; and also knowing about student-centred education and other humanistic techniques to employ in the classroom is very much advantageous for both existing and aspiring teachers.

The language teaching/learning process employs a variety of methods and strategies. It is vital to comprehend the approaches of language acquisition. Various linguists nowadays, whether involved in conceptual or applied research, are attempting to categorize teaching approaches into two broad branches: humanistic approaches focused on one person's passionate teaching and content-based behavioural approaches, attempting to integrate what has been learnt in recent times about the importance of active student involvement. Thus, the humanistic approach to language learning seems to be popularized with much importance on personalized instruction, resulting in a larger attention on the student.

Background Study

The humanistic approach is related to humanism or humanist psychology. Humanistic psychology is a viewpoint, highlighting the importance to consider the person's totality and the uniqueness of each person. It is the belief of humanistic psychologists that a person's behaviour is associated with his internal feelings and self-identity.

Humanistic psychology is a way of thinking that is centred on people. This process highlights the fact that humans are innately good and that essential needs are crucial to human behaviour. Moreover, humanistic psychology is concerned with finding workable solutions to the issues of human beings, while humanistic psychology is concerned with human qualities.

Humanistic education, also known as person-centered instruction, is an educational approach with the consideration of the research work of humanistic psychologists such as Abraham Maslow and Carl Rogers. In addition, Rogers is widely considered to be the father of humanistic psychology, and he totally dedicated larger part of his time and energy applying the findings of his psychological studies to person-centered instruction, in which compassion and understanding, concern for students, and straightforwardness on the part of the facilitator of learning were discovered to be key characteristics of the most successful educators.

Humanistic learning approaches are established on humanistic principles, focusing on the student as a person, recognizing that education is not only about the level of intelligence, but also about instructing the "whole person," taking into consideration a person's preferences, targets, and passion in order to reach maximum capabilities. This type of learning strategy is student-centred approach in which students are inherently motivated to accept accountability for their independent-learning.

It is a simple way to understand that the establishment of one's self-conception is the focus of humanism. It's a fine idea if the one feels better about oneself; and knowing one's talents and flaws, as well as believing in one's potential to enhance, are needed for one's feeling of content and self-satisfaction. Moreover, learning is the path to 'Self-actualization,' which Maslow defines as the apex of self-development. A pupil learns as he or she is internally motivated, and the sense of accomplishment that comes with learning anything provides an incentive. This is in contrast to the behaviourist viewpoint, which says that extrinsic rewards are more successful. Extrinsic benefits are rewards received from outside sources, such as acclaim, cash, gold decorations, and so on. Intrinsic rewards are benefits that come from within oneself, similar to satisfying necessity. This aligns with the humanistic approach, in which instruction is primarily concerned with establishing a need in the pupil or establishing self-motivation in the pupil. Thus, it's all about receiving rewards from others in behaviourism. Humanism is all about self-satisfaction.

The Humanist view may thus be mistaken with the Behaviourist notion of looking forward to rewards for accomplishments such as applause, wealth, prizes and so on. Humanist ideology teaches children to expect benefits from within themselves, such as contentment, and this induces in them a desire to succeed and accomplish better.

Behaviourist Approach

According to the Behaviourist approach, the student is admired and rewarded for his accomplishments and reprimanded for his poor approaches. In any case, the pupil does not motivate himself. A student who gets used to eulogize and recognition ceases to function as soon as he does not receive it. Likewise, reprimand can compel someone to study by rote or make them opposed to education and life. Feelings and thoughts are inextricably linked. The more favourably a child thinks, the easier it is for him or her to learn.

The individuality, or the person, is valued in a humanistic approach to learning. It is focused with the academic and emotional needs of the student. It's a learner-centred strategy. Humanism shows a great importance on the accomplishment of one's true ability. This method de-emphasizes the importance of achieving materialized objectives for the students. Self-actualization is the main objective of humanistic education and learning.

Humanistic Approach

Humanistic approach, which is intimately involved with the writings of Carl Rogers and Abraham Maslow, established a more comprehensive perspective to psychology than previous methods, emphasizing the whole individual. Moreover, humanistic approach is strongly associated with counseling and self-help concepts in scientific terms. In various fields of study, it favors qualitative analysis above the quantitative ironclad of statistics. Its emphasis on the distinctively human features of human existence, as well as the need of seeing people as "wholes" rather than "parts," struck a popular chord, and a series of nearly "evangelical" works propelled this approach into the limelight.

Rogerian humanism left a lasting effect on the area of language instruction. Roger's humanism is a significant deviation from Skinnerian psychology's scientific investigation. Roger's humanism is unconcerned with the practical cognitive process learning because he believes that if the learning context is appropriately established, pupils will learn everything they require. As a facilitator, the instructor should consequently establish a nurturing environment for learning, rather than viewing his duty as one of procedurally feeding pupils large amounts of knowledge, which they therefore digest.

Humanism is a characteristically human quality that manifests itself in one or more of the five interconnected elements:

- Emotions: Personal feelings and aesthetic preferences must be cultivated. This component of humanism is characterized by a rejection of anything that harms people and a support for aesthetic pleasure. The feelings of the students are acknowledged in a humanitarian classroom setting.
- Social relations: Friendship and cooperation are encouraged as a result of this social relationship. Interpersonal skills are developed by the students, which helps them learn the language faster.
- Accountability: This feature recognizes the importance of public inspection, criticism, and rectification, and disagrees of anybody or anything who opposes it.
- Intellect: It encompasses knowledge, logic, and comprehension. This opposes anything that restricts the free use of the mind and is wary of anything that cannot be proved logically.
- Self-actualization: The pursuit of complete understanding of one's own innermost authentic attributes. This viewpoint holds that, while conformity tends to captivity, pursuing distinctiveness leads to freedom.

The Concepts of Humanistic Education

In the humanistic learning approach, there are numerous key elements that all contribute to self-actualization. When all of one's requirements are satisfied, one has grown to be the best version of oneself; one is fulfilled and one has reached self-actualization. Despite the fact that Maslow and the humanists do not consider that the majority of individuals achieve self-actualization; and they think that individuals are forever on the lookout for it; and that the closer they get to it, the more they may gain.

Humanistic concept of learning emphasizes the significance of decision. Learners are persuaded to get control of their education in humanistic education since it is learner-centred. They take decisions about everything from regular activities to long-term aspirations. Learners are urged to devote a reasonable period of time to a particular subject matter of study. Instructors who use humanistic education feel that fascinating and engaging learners in their education is essential, and that this is more probable to occur when pupils choose to study something that they are passionate about.

It is to promote student involvement in order to motivate pupils to learn on their own. Students, involved and self-motivated need to learn; and it makes this psychological technique effective. As a result, instructors must attempt to engage pupils by motivating them to identify something they are concerned about in order to be enthusiastic about education.

For most humanistic educators, self-evaluation is crucial, and grades are secondary. Self-evaluation seems to be the most reliable method for determining to education. Grading pupils motivates them to strive for the grade rather than for their own personal pleasure and satisfaction of education. Regular inspection and rote remembering, according to this notion, do not contribute to genuine learning and

are hence discouraged by humanistic instructors. Humanistic educators assist learners in conducting self-assessments so that they may see how they think about their performance.

As per humanistic approach, emotions and knowledge are equally vital in the educational process and must not be isolated. In the process of learning, humanistic instructors think that information and emotions go together. Humanistic learning requires both intellectual and emotive learning. Lessons and exercises must be designed to address the total learner, including their knowledge and emotions, rather than just one or the other.

A secure learning environment is essential. Humanistic educators see the need of creating a safe atmosphere in which pupils can have as many of their wants satisfied as feasible since humanistic education emphasizes on the whole learner. To be willing to concentrate on learning, they must feel protected practically, cognitively, and psychologically. As a result, humanistic teachers are committed to assisting pupils in meeting as many of their requirements as possible.

Learner Centred Instruction or Student-Centred Learning

Learner Centred Instruction prioritizes students' goals and recognizes the importance of learner performance in the process of learning. Students determine what they will study; how they will manage their education; and how they will evaluate their own education in a learner-centred learning environment by acting as the moderator of the class. It is comparatively opposed to conventional learning process; sometimes it is known as teacher-centred instruction, in which instructor seems to be active and takes central position whereas the learners are quite submissive and attentive. Learner centred instruction, on the other hand, demands learners to be dynamic and progressively passionate about learning at their own schedule.

In this way, learner-centred instruction highlights students' specific objectives, talents, and styles of learning, with the instructor serving as a supporter of learning for persons instead of the entire class. Students can intermingle with their teams through conversations and group work in learner-centred instruction. This process enables pupils to work together in teams.

In this context, Rao (2017) claims that the learners have complete control over their learning. Learning is regarded as a means in which students apply their prior information and expertise to make sense of a supply of fresh material. It focuses on how to acquire proficiency.

In this regard, there are many aspects related to the learner-centred education. At this juncture Betsy Parrish (2020) indicates some highly useful methods that are established mainly productive in a range of circumstances like elementary, secondary, tertiary and higher levels of education. It is necessary to think about how the standards and practices could implement in the classroom instruction. All these concepts and activities have been figuratively illustrated in the Figure 1.

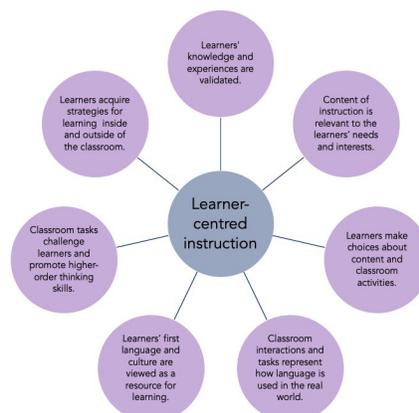


Figure 1

In recent days learner centred instruction appears highlighted and gets promoted among teaching/learning practice. On the whole the fruitful instructing techniques are learner-centred which regularly offer assistance students learn and develop way better. The thought of student-centred education is an illustration of the humanistic learning hypothesis in practice. The student-centred instruction and other humanistic strategies are adopted by majority of the instructors to utilize in their classrooms. There has been an awesome accentuation on individualized instruction called humanistic approach to English language learning which comes about in a more prominent focus on the student.

When Humanism is associated with education and applied to instruction, it becomes more relevant, and students spend the good deal of time with educators who are capable of teaching academic resources along with shaping students' personality and minds. As a result, a humanistic style of teaching focuses primarily on learners as prospective transform. As a result, its implementation indicates that students are empowered to become not just knowledgeable persons, but also mindful of fellow humans who have a strong sense of dedication and moral values.

As per Freire, P (1972), humanization is the way of individuals becoming more completely human fellows on the grounds of societal, historical, philosophical, communicative, transforming, and imaginative participants around the globe. In this setting, the major goal of a humanistic instruction strategy is to create an educational pattern that educates pupils initially to become familiar with the current circumstances, and subsequently to consider methods to better their growth in order to provide their contribution to the development of the world.

Conclusion

However, humanistic approach is strongly associated with counselling and self-help concepts in scientific terms. It highlight on the distinctively human features of human existence. Humanistic learning approaches are established on humanistic principles, focusing on the student as a whole person, and taking into consideration a person's preferences, targets, and passion in order to reach maximum capabilities. It is a simple way to understand that the establishment of one's self-conception is the focus of humanism.

Thus, learner-centred instruction highlights students' specific objectives, talents, and styles of learning. In this approach students can intermingle with their teams through conversations and group work in learner-centred instruction; and this process enables pupils to work together in teams.

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