STUDENT – CENTRED TEACHING AND LEARNING

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Abstract. The learner-centred approach has been a major focus in teaching and learning as the emphasis on moving away from the teacher-centred approach grows. Although the term is widely used, it remains unclear how it can be used effectively given the continuum nature of teacher- and student-centered. Student centered teaching and learning is believed to help students become independent learners by placing them at the center of the learning process. Despite the central role currently attributed to student centered teaching and learning in higher education, systematic knowledge of how it is applied in higher education is limited. Based on findings from a systematic mapping review of empirical research, this article reveals how SCLT is practiced in the classroom, outside the classroom, and institutionally in higher education institutions. Overall, we believe that empirical research on SCLT is diverse and covers a wide range of pedagogical approaches and methods.

Key words: Student-centred learning and teaching; language-teaching approaches; implementation; control rests.

Introduction. What is student – centered teaching and learning? The shift away from the teacher-centered approach has made the learner-centered approach a key focus in both teaching and learning. Despite the term's widespread usage, its practical application is still unknown due to the continuity between teacher- and student-centered approaches. By putting students at the center of the learning process, student-centered teaching and learning is thought to assist students in becoming autonomous learners. Although student-centered teaching and learning are currently seen as having a fundamental role in higher education, little comprehensive information about their implementation is available. This paper describes how SCLT is applied at higher education institutions institutionally, outside of the classroom, and based on results from a thorough mapping review of empirical research. All things considered, we think that empirical research on SCLT is varied and encompasses a broad spectrum of instructional approaches and techniques.

Student-centred learning is approaches to teaching in which:

- students take part in setting goals and objectives
- there is a concern for the student's feelings and values (see humanistic approach)
- the teacher is seen as a helper, adviser, or counsellor.

Many contemporary language-teaching approaches seek to give learners an active role in learning and are hence said to be less teacher-centred and more student centred than many traditional methods.

Student-centred teaching is methods of teaching which:

• emphasize the active role of students in learning

• try to give learners more control over what and how they learn.

• encourage learners to take more responsibility for their own learning.

This may be contrasted with more *traditional teacher-centred approaches*, in which control rests with the teacher. Problem-based learning is nuanced from project-based learning in the sense that a problem is not always a project requiring students to execute or at least to produce a proposal of its execution. A problem could be a question or scenario that students are asked to solve and in a student-centered approach, this is usually given before lectures to encourage self-directed learning. During lectures, students could discuss the solutions while teachers could direct further discussions or delve into the in-depth of the subject matter. This is typical of constructivism with knowledge being scaffolded. It was found that providing social support in the form of co-regulation is beneficial when students are subjected to self-directed learning. Co-regulation is typified by the co-construction of knowledge with peer or someone who is more capable such as teaching assistants. This implies that student-centered approach is not totally devoid of teacher-student interactions and teachers still assume crucial role in the approach to guide and scaffold students, and prepare them to self-learn. Case-based learning could be perceived as a variant of problem-based learning and in this mode of learning, students are given cases or scenarios which might present certain problems to be solved or issues to be discussed. It has been widely employed in the medical field for instance to raise awareness about and form attitudes towards substance use disorders and in nursing education. While working on the cases or scenarios, students frequently need to resort to and build upon the theoretical knowledge they have, as well as acquire new knowledge. This process is not dictated by textbooks and it relies entirely on students to explore within the boundaries of the cases or scenarios.

Firstly, **student-centered classrooms** include students in planning, implementation, and assessments. Involving the learners in these decisions will place more work on them, which can be a good thing. Dewey was an advocate for progressive education, and he believed that learning is a social and experiential process by making learning an active process as children learn by doing. Students could learn to think critically and solveproblems in the environment of the student – centered class and it is the best way to prepare learners for the future. Rogers wrote that "the only learning which significantly influences behavior of the student and also student centered - learning is self discovered". Maria Montessori was also a forerunner of student-

centered learning, where preschool children learn through independent self-directed interaction with previously presented activities. Self-determination theory focuses on the degree to which an individual's behavior is self-motivated and 'self-determined'. When students are allowed to gauge their learning, learning becomes an incentive, thus more meaningful. Placing students at the center of the classroom allows them to gauge their own self-worth which creates a higher degree of intrinsic motivation.

Second method, allow students **to share in decision making.** Placing students at the center of their own learning requires their collaboration. They need a voice in why, what, and how learning experiences take shape. Why is about relevance. Learners need to understand the value of the subject, vocabulary, and skills before they are willing to invest effort. The answers "It's required curriculum," "You need it for the test," or "Because I say it's important" are intended to save time, but they only result in students giving lip service to the rest of instruction. Showing relevance from students' perspective is similar to teachers experiencing professional development that is job-embedded. What is learned involves students choosing the focus of content. Let their interests drive the content that teaches skills and concepts. For example, when learning how to write persuasively, some students may want to deconstruct commercials, product reviews, op-eds, and/or social issue points of view. The best strategy is simply asking what students want to explore. Start with a brainstorm of what they like to do, and dialog together to match their interests with the skills and concepts. How learning will be demonstrated depends on the different ways that students processes understanding. Offer a variety of product options based on what you know about your students. A safe approach is to offer three options. The teacher designs two options based on what most students may like to do. The third choice is a blank check -- students propose their own product or performance. If a proposal meets the academic requirements, perhaps with some negotiation, the student gets a green light. Some examples include using Minecraft to design models and prototypes, presenting through social media tools, or writing in a professional medium.

Third method is **"Believe in students' capacity to lead"**. Give students the chance to take charge of activities, even when they may not quite have all the content skills. Students are accomplished education consumers. The child in third grade knows three years of teaching and learning, and the high school sophomore has experienced ten years. While content increases in complexity, the school environment does not change dramatically. Students experience math, science, English, and history, plus other subjects, and interact with education experts (teachers). Veteran students, like experienced teachers, know what types of learning experiences work best for themselves. Once teachers and administrators take the time to understand individual student needs, they can guide students toward meaningful engagement by:

• Helping students adjust to a new and different learning environment;

•Helping students envision how successful learning looks;

•Giving students the chance to express their ideas in their terms;

•Helping to set the goals of student-centered classes;

•Helping students learn how to set and achieve their personal, educational goals;

•Giving students enough room to fail and learn from their missteps;

•Helping students develop their critical-thinking and self-reflection skills;

•Giving students the space to act as their advocates in the learning process;

•Showing students specific techniques for accessing the information relevant to their interests.

In all their practical applications, learner-centered practices fall between the teacher-centered and student-centered extremes. By moving away from teacher-centeredness and creating more opportunities for independent learning, interaction, and adaptive learning, teachers still have an important role to play in ensuring that learning moves in the desired directions and is aligned with the intended learning outcomes. Thus, contemporary educational practices often fall between the poles of teacher- and student-centered approaches and have different proportions of teacher- and student-centered approaches. This review offers novelty in presenting and synthesizing the practical aspects of the person-centered approach to provide a clear understanding of its practical application, since the person-centered approach is a broad concept that often lacks a clear framework.

Conclusion. To conclude, I want to say that every student needs special attention and love. Especially by teachers. A student should be a student who is always thirsty for knowledge and always seeks knowledge. And I should also mention that the communication between the student and the teacher plays an important role in the student-centered teaching and learning.

According to by John McCarthy: "Teachers encourage student-centered learning by allowing students to share in decisions, believing in their capacity to lead, and remembering how it feels to learn." It means that teacher should let students to play different kind of interesting activities or games to encourage their interest to the lesson.

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