LITERATURE REVIEW OF THE LEARNER CENTRED TEACHING

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Abstract

This literature review deals with the field of student-centered education and provides a brief overview of the issues addressed, goals pursued, methods used, main findings, and overarching conclusions. The main concern addressed in this review is the need to move from traditional teacher-centered pedagogies to more learner-centered approaches. Focuses on contemporary educational issues, examining challenges related to student engagement, motivation, and diverse learning styles. Goals include identifying effective strategies and evaluating their impact on student outcomes. Methodologically, this review is committed to a comprehensive analysis of various research studies and academic papers. This literature synthesis includes a review of empirical data, theoretical frameworks, and case studies in the field of student-centered education. The results highlight the transformative potential of student-centered education and provide evidence of increased student engagement, motivation, and achievement. Additionally, the importance of learner autonomy, collaborative learning, and technology integration is emphasized in promoting a student-centered environment. In summary, this literature review highlights the need for a paradigm shift in education and emphasizes student-centered approaches as a means to solve common problems. The results illuminate future directions and demonstrate that student-centered instruction has the potential to improve education in terms of student engagement, motivation, and overall outcomes.
Keywords: Learner centred-teaching, teaching; learning.

Introduction

A good way to work in Students Has Been There Since the K-19th Century. The first peace period, to create an alternative model to traditional traditions; Yes, LCT was formed in 1970 (Darcih, 2018; Kumar, 2020). Since 1970, LCT in Education, a pedagogical term developed in this field, has been developed in this field. LCT says that participating in Students will help maintain stability and achieve maximum benefits. There are many ways to shape LCT members into a long-lasting learning style, including contests, competitions, quizzes and contests (Kumar, 2020). LCT will be able to reduce workload completely through continuous improvement. Many of the specialties at LCT were designed by Karina members who sought themselves as soul and time in their life's work. Furthermore, rotation techniques and reorganization were developed to improve the LCT construction process. necessary to delve deeper into its various components and intricacies. By taking a closer look at the different aspects of LCT, one can gain a more comprehensive understanding of its significance and how it can be applied in different contexts. Exploring its underlying principles and theories will contribute to unlocking the potential of LCT and its implications in various fields. Therefore, it is imperative to embark on a thorough exploration of LCT in order to grasp its true essence development. Understanding the historical context of LCT allows for a more comprehensive grasp of its foundations and the theories that have shaped its evolution. The process of development and implementation involves creating and putting into action plans, strategies, or systems. The following two subsections will discuss this literature. The current study aims to address the following research questions: How do researchers define LCT in their studies? and what are the main findings of this research?

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Methods

The systematically analyzes and evaluates relevant existing literature on a specific topic or research question (Snyder, 2019) it means this study conclude to the literature review methodology. This study reviewed some articles related to the Learner Centred Teaching. A literature review approach promotes objectivity by eliminating subjective judgments while maintaining clarity and brevity language and following the official register. In addition, it ensures that technical terms are defined and is used consistently and avoids biased or emotional language. A logical structure with causal relationships between sentences is preserved, as is the use of precise subject-specific vocabulary for mediation importance meaning.

Result and Discussion

Results

From the literature, student-centered teaching approaches take the subsequent forms and every shape is specified as student-focused instruction technique. The primary outcomes of the study also presented with this chapter.

Student-oriented form of education:

1. college students examine the material collectively with the instructor and examine the material provided by means of the instructor. Interviews, lecture room observations and written assignments; discuss; correlates are analyzed, synthesized and evaluated (Ogawa, 2001).
2. students analyze and interpret ancient files, work in groups, gift and compare their interpretations (Stout, 2004).
3. Students' paintings on institution tasks without delay and are accountable for their very own gaining knowledge of system; the instructor takes on the role of facilitator (Akers 1999).
4. college students are responsible for their own mastering procedure; they use activity sheets, be aware courses, syllabi and evaluation systems (Wilkinson, Treagust, Leggett & Glasson (1988).
5. Instructors use transactional teaching (Rowe, 1996).
6. Teachers use peer assistance methods (Wallhead, 2004).
7. Students participate in independent learning in small groups the use of a problem-based studying curriculum (Deretchin, 1997).
8. Students investigate real questions, generate self-decided on research subjects, and research their subjects thru a variety of both in-person and online sources, developing multi-media shows. computers and used for personal, organization and class activities (Luke, 2004).
9. Teachers use additional activities on group dynamics (Rada, 1975).
10. The teacher explains the hassle to college students and includes out essential talk in elegance. students select their very own subjects for writing; instructors try To set up a helping lecture room weather (Njoroge, 1998).
11. The students' use of self-expression and self-discovery in writing activities: The instructor facilitates learning by posing queries and providing a setting where students can research with the aid of doing (wood, 1990).
12. Teachers use hassle fixing, collaboration, a couple of intelligences, applications in the real world and technology for training technology mathematics, engineering, and era (Haruta & Stevenson, 1999).
13. students lead discussions and paintings in small groups (Spurlock, 2001).
14. college students prepare and remodel facts, plan and set desires, and seek assist from friends (Harper, 1997).
15. college students decide the subject and take turns evaluating the solutions. on studying understanding and interpreting literature; instructors use teacher-led huge group discussions with open-ended and communique-like wondering dialogues, bridging talks, and high-quality exams (Seidenstricker 1999).
16. students increase their know-how via the usage of LEGO Mindstorms and calculators (Erwin, 2004).
17. teacher-directed training and trouble-fixing sports in small companies, at the same time as appearing as a facilitator and useful resource (Kuehnle, 1988).
18. Students use predictions and explanations for specific situations and engage in student-centered discussions (Chang, 1993).

19. Teachers use learning activity packages and contract-based approaches to educate language arts courses (Watford, 1981).
20. Teachers use mixed lecture discussion method with person pupil dialogue tasks, providing individualized guidance to support student projects. students set their personal overall performance purpose (Ciaburri, 1975).
21. Interactive student-teacher conference approach to teaching English (Semmar, 2000).
22. Teachers use student-centered, problem-based and case-based approaches. didactic approaches (Bayard, 1994).
23. Cooperative learning, learning cycles, and blended cooperative getting to know/teaching cycle models represent 3 approaches to student-centered teaching methods (Nicolo, 1993).

Findings of qualitative research.

1. Students give interesting and thought-provoking presentations on topics of their choice (Passman, 2000).
2. Teaching methods improve student achievement and increase pupil motivation and self-esteem (Means & Olson, 1995).
3. students learn how to adopt a historic perspective by participating in diverse activities. most college students consider their instructors to be the most critical supply of records. students examine nice and maximum deeply when they "make history" for themselves (Ogawa, 2001).
4. students can expand a deeper know-how of historic content material, negotiate hard primary supply texts, and collaborate to make direct connections to gaining knowledge of objectives (Stout, 2004).
5. The mastering environment influences students' self-esteem (Wilkinson, Teagust, Leggett & Glasson, 1988).
6. Significant developments in reading attitudes also behavior was seen in eighth grade, and no changes in reading behavior occurred in seventh grade (Rowe, 1996).
7. Students show high involvement and commitment to the planned content. Peer tutoring is effective in developing participants' low-level content knowledge, but no longer powerful in developing high-levels content knowledge (Wallhead, 2004).
8. Hybrid curriculum classes rated visualization and thinking better than traditional training, but decrease than traditional hassle-primarily based instructions. He values distance learning over problematic traditional learning and prefers face-to-face learning over small group learning. Independent learning was rated the highest of all classroom teaching methods studied (Dershin, 1997).
9. Scholar-focused coaching strategies increase analyzing, writing, talking and listening abilities (Luke, 2004).
10. In step with college students, pupil-centered lessons are extra interesting than different instructions. They believe they learned more from traditional courses. Their final grades indicate high acquirement (Rada, 1975).
11. Students are greater engaged, write seriously and learn more about themselves and others (Njoroge, 1998).
12. Student-centered approaches to teaching writing have been shown to increase students' personal strengths rather than reduce their social strengths (Wood, 1990).
13. Student-centered teaching methods have increased first-year students' engagement in sciences, mathematics, engineering and technology (Haruta and Stevenson, 1999).
14. Students who experience unbiased are less probably to cheat on tests and obtain better check rankings (Spurlock, 2001).
15. Low achieving students are weaker in both teaching strategies. They talked about the burnout factors associated with a student-centered approach. All students agree that it is important to identify themselves as learners and believe that teaching offers greater opportunities to develop the abilities necessary for self-law (Harper, 1997).

Findings from quantitative research

1. Readers in large, teacher-led groups have much better comprehension than readers in small, peer-led groups. Readers in small groups led by peers report greater participation (Seidenstricker, 1999).

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2. Students gain more information about motion and energy, perform better in performance-based activities than in calculation-based occupation, and prefer student-centered activities (Irwin, 2004).

3. Problem-solving strategies are considerably related to improved cooperative language behaviors and decreased competitive language behaviors all through remedy (Keuhnle, 1988).

4. Although students inside the prediction and interpretation organization had better interpretation ratings than college students the use of traditional mastering methods, they did now not perform appreciably higher on a couple of-choice checks. Students in regular classes performed well on memory tasks. Those who follow a student-centered approach do not score highly on high-level questions (lack of recall) (Chang, 1993).

5. Teacher- or student-centered disciplinary approaches are not statistically superior in terms of outcomes or attitudes. From a sustainability perspective, teacher-centred approaches prevail. The inner locus of manage within the teacher-centered technique is the most stable of all students. A student-centered approach significantly reduces absenteeism, tardiness, disciplinary problems, warnings, and expulsions (Watford, 1981).

6. No extensive difference became observed while learning cognitive knowledge between the manage organization and the experimental group. Researchers document the experimental groups' deep knowledge and efforts through the projects they devise (Ciaburri, 1975).

7. There were statistically significant differences in the two groups' documentation of support for student-centered interactive feedback methods (Simmer, 2000).

8. Problem-based learning (PBL) students use articles, books, and experts in their learning, not just lecture notes. Only the PBL group of universities scored higher than the group of course-based universities. The principles that project-based learning (PBL) improves memory, independent learning, and motivation levels are not accepted by college students. It increases trainees' confidence in independent learning and their problem-solving abilities (Bayard, 1994).

9. Co-teaching groups and co-teaching/co-learning course groups significantly increased their sense of control. It was not included in the learning cycle set (Nicolo, 1993).

10. Students who thought more in magnificence scored better on problem solving and spent less time studying. regardless of the teaching technique, graduate students get higher grades and study in less time. Among these, reflective teaching style received the highest rating (Katz, 1981).

11. There aren't any statistically significant variations among the manage and experimental groups before and after the take a look at in organization, writing, and grammar skills. In student-centered groups, main character development, correct and varied use of sentence structure, peer review, and writing fluency are highly valued, and important developmental changes in attitudes toward writing are observed (Delaney, 1980).

12. Students in student-centered groups rate their teachers significantly higher than students in comparison groups (Keller, Russell, & Thompson, 1999).

Discussion

As this literature suggests, students-focused teaching tactics/methods were applied to the teaching of excessive school and university college students for extra than six years a long time (Massey, 1978). A careful exam of the scholarly literature suggests that a spread of definitions of scholar-centered education have been offered. each researcher creates their personal model of the coaching method, or each researcher has their own definition. It seems safe to say that there is no consensus on defining a student's-targeted academic technique. this indicates being conceptually distinctive to exceptional human beings (Hodson, 2002). It seems suitable for instructors to consider this phenomenon.

Apart from showing variations from the definitions of literature additionally indicates that: The volume to which college students manage their personal educational exercises devoid of direct trainer involvement in students-centered getting to know strategies also varies greatly. There seems to be a continuum inside the diploma to which students are accountable for their mastering procedure. at the lower cease of the continuum, college students normally have a limited stage of responsibility (Chang, 1993; Ciaburri, 1975; Katz, 1981; Kuehnle, 1988; Rad 1975; Semmar, 2000); at the end of the continuum, college students interact in a spread of independent and in large part impartial sports at some stage in the learning procedure (Derechen, 1997; Locke, 2004; Ogawa,

2001; Passman, 2000; Seidenstricker, 1999; Stout, 2004; Watford, 1981; Wilkinson (Tregoust, Leggett, & Glasson, 1988) impact on college students' psychosocial conduct and academic overall performance most studies shows advantageous outcomes on students' behavior, attitudes, hobbies, and self-confidence (Deretchin, 1997; Harper, 1997; Haruta & Steveson, 1999; method & Olson , 1995; Njoroge, 1998; Nicolo, 1993; Rada, 1975-1996; Spurlock, 2001; Stout, 2004; Wilkinson, Tregost, Leggett, & Glasson, 1988; wood, 1990 A small wide variety of studies have stated tremendous enhancements in student learning consequences (Chang, 1993; Katz, 1981; Rada, 1975, Samar, 2000. evidently most studies make a speciality of the impact of student-targeted teaching techniques on various mental situations and social aspects, rather than that specialize in college students' academic studying.

Conclusion

This is demonstrated by using an in-intensity exam of the most vital studies outcomes. "the usage of various student-orientated activities is discovered generally via college students in mastering. changes in non-educational domains, including behavior, attitudes, interests and self-assurance was maintained in studies that lacked student-centered sports, with teacher participation being important. The role of giving directions and teaching has become more active for students. '"Most of them were situated in academic fields. According to the results, it appears appropriate that earlier. Our teaching approach is student-centred and we aim to achieve high levels of learning across a wide range of academic subjects. Based on these instructions, further investigation into the matter was deemed necessary.

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