HUMANISTIC EDUCATION IN TEACHING AND LEARNING

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ABSTRACT
The term ‘Humanistic Approaches to Education’ covers a wide range of views and actions. Humanistic approach introduced by the ideas of scholars like Erickson, Roger and Maslow began to permeate the field of second language teaching and learning towards the end of 1970. According to Lei (2007) humanistic approach emphasizes the importance of the inner world of the learner and places the individual’s thought, emotions and feelings at the forefront of all human development. Due to this new shift of focus, language education and pedagogy moved away from the previous behavioristic and mentalistic approaches, and as a result, a new kind of education known as humanistic education emerged. Consequently, significant changes occurred in all aspects of language education, that is, the traditional roles of teachers and learners were redefined and the previously authoritarian teaching practices were replaced by learner-centered classrooms. This paper is of two-fold. First, it is going to take a detailed look at the main principles and features of humanistic education, and second, it is aimed at discussing the teaching and learning of humanistic education.

Keywords: Humanistic Approach; Humanistic Education; Teaching; Learning

INTRODUCTION
From 1970, following the emergence of constructivist school of thought and the resulting social or interactionist view, the humanistic principles rooted in Erickson, Roger and Maslow’s ideas began to permeate and influence the field of second language teaching and learning. A humanistic approach to teaching and learning focuses on developing a child’s self concept and intrinsic motivation towards learning and self-awareness. The approach has a long history, having appeared in various forms from the times of classical Athens and ancient Rome. Modern aspects have often been referred to as ‘child-centred’ or ‘student-centred’ and have developed from the work of key theorists Maslow (1954) and Rogers (1959). The theories stress the importance of an holistic approach to learning that recognise the importance of feelings and emotions as well the cognitive. The term “Humanistic approaches to education” covers a wide range of views and actions, from the setting up of Summerhill School by AS Neil through the ideas of “facilitative teaching” put forward by Carl Rogers to the more limited desire of many teachers to focus on the full development of their pupils.

The goal of humanistic education, according to Maples (1979), moves beyond cognitive and intellectual education to let in the education of the whole person. It regards personal growth and the growth of creativity and to some extent the self-directed learning. The end of education is the same as the end of psychotherapy: making a fully functioning person. Receptiveness to experience, an existential path of living in which life is ongoing, flexible, adaptive process, and faith in the organism as the foundation for behavior are characteristics of the person who is able to learn and to conform to change (Maples, 1979).
Lei (2007) maintains that the humanistic education is characterized by learner-centeredness in which the aim is not merely developing the cognitive and linguistic capabilities of the learners but also paying attention to the learners' emotions and feelings.

Considering the points into account, obviously the humanistic brought about significant changes in the field of education. In order to clarify the points, this paper focuses, firstly on the main principles of the humanistic education, secondly, discusses its important functions of teaching and learning through the following lines.

**OBJECTIVES OF THE STUDY**

1. To explore the precepts of the humanistic education
2. To study the consequence of humanistic approaches to teaching and learning
3. To investigate the educational implications of humanistic education

**Influence of the Humanistic Approaches to Education**

The humanistic teacher acts as a facilitator involving the pupil in participatory learning. In direct contrast to behaviorist approaches which hold that the individual is acted upon by the external environment, humanistic approaches hold that the individual ‘acts upon’ their environment, making choices and decisions to shape their personal world and learning. Each person will actively seek out his or her own life experiences and strive for personal growth. The influence of humanist theory on teaching and learning can be found in the following approaches: person-centered counselling, discovery learning, experiential learning, student-centered learning, co-operative learning and group work approaches.

**Significance of Humanism in Education**

Every time a student ceases to be an unknown entity, develops as a person, and is recognized as such, that student suddenly becomes invested in his or her learning and begins to truly learn. If we deny that students have talents, or if we simply ignore their potential, we are not seeing the students for who they are or who they could be. Without connections, human beings feel alienated and rejected. Yet in many learning environments, we are often telling students they need to forget who they are and what they like because there is work to be done. And so what could be exciting becomes, instead, the epitome of boredom. Then we try to entertain students in order to make learning fun again. We throw candies to our students when they get the answers “right,” or we promise them all kinds of rewards. And we forget that learning would have been fun to begin with if we had not stripped it of its original interest through the sheer excitement of discovery. This richness is connected with understanding the essence of the adventure of being human with all the possibilities and flaws, with all the heartbreaks and joys.

**Humanistic Approaches**

Humanism would concentrate upon the development of the child’s self-concept. If the child feels good about him or herself then that is a positive start. Feeling good about oneself would involve an understanding of one’s strengths and weaknesses, and a belief in one’s ability to improve. Learning is not an end in itself; It is the means to progress towards the pinnacle of self-development, which Maslow terms ‘Self-actualization’. A child learns because he or she is inwardly driven, and derives his or her reward from the sense of achievement that having learned something affords. This would differ from the behaviorist view that would expect extrinsic rewards to be more effective. Extrinsic rewards are rewards from the outside world, e.g. praise, money, gold stars, etc. Intrinsic rewards are rewards from within oneself, rather like a satisfaction of a need. This accord with the humanistic approach, where education is really about creating a need within the child, or instilling within the child self-motivation, where education is really about creating a need within the child, or instilling within the child self-motivation.
Role of a Humanistic Teacher

Much of a humanist teacher’s effort would be put into developing a child’s self-esteem. It would be important for children to feel good about themselves (high self-esteem), and to feel that they can set and achieve appropriate goals (high self-efficacy). This form of education is known as child-centered, and is typified by the child taking responsibility for their education and owning their learning. This is so unlike an interested adult surfing through the internet, which derives satisfaction from learning something new, even though nobody is around to witness this acquisition of knowledge. If education is preparing the child for adult life, it would seem the humanist approach is the correct one.

Place of the Child in Teaching-Learning

According to this approach student plays a central role in whole teaching-learning process. This approach believes in child-centered-education. This approach, considers that we should first understand the needs, interests, abilities, age level, attitudes, aptitude of students then try to organize teaching learning process according to these. It emphasizes on reach, touch and teaches the child according to his nature, and interests. All teaching material and its process must be related to individual characteristics of students.

Emphasis on Individuality

According to this approach every individual has his own individuality. Teacher should respect and develop this individuality through education. Individual differences should be respected and internal virtues of individual be developed. Teacher should understand this individuality and organize his/her teaching-learning process according to this individuality.

Understanding the Child

According to this approach, we should understand the child first of all, and then teach him. We, as a teacher, should know our students, their interest, personality, capabilities and background environment and use teaching methods and content accordingly. Because this approach believes in student centered education so before teaching, a teacher should understand students thoroughly.

Place and Role of the Teacher

According to this approach student plays a central role in teaching learning process. Teacher acts as a guide, friend or helper of the students. Students should freedom to develop and make progress according to their own pace, needs and interests. Teacher should be considered as the milestone in the journey of total development of the child. Teacher should not force his own methods and views on students but he should be only a guide in this development process.

Democratic Approach

According to this approach students should be taught in democratic environment. He/she should provide a rich environment with a view to have their around development. In the end we can say that this is a new innovative approach to teaching which advocates child at the centre of teaching learning process. A teacher should understand the individuality of the learner and then organize his/her teaching learning process according to needs, interests and abilities of the learner. He/she should be as a guide only and students should be given chance to develop according to their own pace.

CONCLUSION

It is imperative we recognize that education is made by individuals for individuals, who bring with them unique gifts and inclinations. However, this realization alone is not enough if we want to see the future generations flourish and thrive in creative, stimulating learning environment. We need to ensure that students feel supported in developing their talents and individualities by designing curricula that allow flexibility and freedom of intellectual exploration. Although benchmarks and goals are useful indicators of performance, they should not be envisioned as rigid parameters by which we must wholly
abide. The Humanistic approach relies on the teachers ability to truly reinvigorate the “know thyself” motto even if it means that we need toll rethink schooling as a whole.

REFERENCES