

DIFFERENCES BETWEEN TEACHER-CENTERED AND STUDENT-CENTERED APPROACHES

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Abstract: *Since it enables students to build their understandings using their experiences and activities, student-centered instruction in the classroom has recently challenged teacher-centeredness. Constructivist and democratic pedagogy is the foundation of student-centered instruction. Student-centered pedagogy emphasizes that students make meaning of what they learn in a learning environment where they are encouraged to develop their reflective and critical thinking as well as a sense of responsibility. On the other hand, teacher-centered training significantly drew upon behaviorist theory, which was predicated on the notion that changes in behavior are brought on by outside stimuli.*

Key words: *teacher-centered, student-centered, learning, approach, class, style*

Teachers have always made an effort to find the best teaching and learning strategy to use in the classroom. However, either teacher- or student-centered techniques are used in classrooms. Traditional teaching approaches have come under fire for failing to foster an environment in the classroom where students can learn to think critically and solve problems. Because of this, classroom education has shifted from being teacher-centered to being student-centered.

In a learning setting where the instructor has the primary responsibility for communicating knowledge to students, this is referred to as teacher-centeredness (Mascolo, 2009). The only purpose of lectures is to impart knowledge to the pupils. In a teacher-centered classroom, teachers take an active role while students take a passive one. Student-centered education offers pupils a learning environment where they can develop their skills and understanding in contrast to teacher-centeredness. However, there is a misconception that teachers play a smaller role in the learning process in teacher-centered classrooms. Teachers instead serve as facilitators in the classroom. In other words, the role of instructors in the educational process is not diminished. Similar to this, in a student-centered classroom, teachers assist students in building knowledge rather than having them build their own understandings.

The behaviorist theory, which was based on the notion that changes in behavior are brought on by external stimuli, formed the foundation of the teacher-centered approach (Skinner, 1974). Students are passive and react to environmental cues, according to the notion. The teacher is in charge of teaching in a teacher-centered classroom, therefore he or she imparts knowledge to the students. The students do not cooperate because the teacher is the final arbiter of all matters. The teacher determines the subject matter and organizes the learning tasks.

Lecture-style education is used extensively, along with the giving of feedback and the right replies. The teacher is the main knowledge source, while the textbook serves as the hub of activity.

According to Peyton, More, and Young:

In a typical teacher-centered classroom, the teacher spends most of the time presenting the day's content to the class from the whiteboard/Promethean board or overhead projector. The students should be taking notes and asking questions during the lecture. This process should be completed with ease and not troublesome for students (p.21).

For this reason, control has been prioritized in teacher-centered classrooms, which has drawn criticism for favoring passive pupils over active ones (Freiberg, 1999). It should be mentioned that empowering learning is the main objective in the classroom. In this regard, teachers must make sure they give the pupils the opportunity to actively participate in the classroom in order to maintain control over them. Students maintain their attention, participate actively in class, and succeed academically if teachers are informed about the material they are teaching and use motivational techniques. Because it allows for educating students in manageable chunks, some scholars advocate the adoption of teacher-centered approaches (Espenshade & Radford, 2009).

Teachers who are committed to teacher-centeredness favor instruction that is mostly based on textbooks. It should be kept in mind that a pedagogy that relies heavily on textbooks inhibits students' ability to solve problems and make decisions. Discussion-based exercises are used to assist students deal with different points of view and create a community where different viewpoints are respected. Democratic ideals (Dewey, 1994) served as the foundation for the student-centered approach. Giving pupils responsibility, enabling them to act successfully, and encouraging critical and reflective thinking in the classroom all benefit democratic society. A good educational strategy for giving students the abilities they need to create a more democratic society is student-centeredness. Constructivism (Vygotsky, 1978), which is founded on the premise that students develop their own understanding via experiences, is another tenet of student-centered approaches.

Additionally, creating a welcoming learning atmosphere is crucial for student success. In light of this, entertaining activities permeate student-centered educational settings. Additionally, it is important to recognize the role that self-confidence plays in success. Students' self-confidence is increased when they participate actively, share classroom responsibilities, and offer information to others.

Conclusion

Although the student-centered approach has recently been favored in the classroom, teachers still play a crucial role in ensuring that students learn effectively. Students can succeed academically by being given a classroom setting where the teacher encourages active engagement. However, the role of the instructor is not completely eliminated in the classroom. Student centeredness increases cooperative learning, develops problem-solving and decision-making skills, and stimulates reflective and critical thinking.

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