

## A COMPARATIVE EXAMINATION OF STUDENTS' PERCEPTIONS OF THE HUMANISTIC TEACHING AND LEARNING APPROACH IN SCHOOL

Xu Zhen\*, Dhakir Abbas Ali

Lincoln University College, 47301 Petaling Jaya, Selangor D. E., Malaysia.

Corresponding author: XU ZHEN, Lincoln University College, 47301 Petaling Jaya, Selangor D. E., Malaysia, Email: xuzhen924@126.com

### ABSTRACT

Classroom practise has been impacted by and is still being impacted by several educational methods. While pursuing its own objectives, each strategy takes the others' strengths into account. Effective teaching techniques do matter, but what matters even more is the bond between an educator and a learner. When very talented professors—or even better, amazing teachers—are partnered with similarly talented students, miracles may be accomplished via a mutually beneficial exchange of information and abilities. Regardless of the method they choose, exceptional teachers create a compassionate environment in the classroom. Therefore, when given a loving and supporting environment, pupils may become more independent learners. Concerns over the current status of education should be shared by everybody. This research attempts to describe what a humanistic approach to teaching may entail. Three parts may be used to organise the paper. The researchers look at the theoretical and philosophical underpinnings of this form of training in the first part. This section specifically focuses on how a student's educational experience might support the growth of a variety of hobbies and personal characteristics. We'll discuss how this tactic may be used in the classroom to support kids' overall development in the next section. The last portion looked at how this new instructional style has affected pupils' viewpoints and overall growth. Here, we'll examine some of the shortcomings of this kind of training and assess how pupils react to it.

**KEYWORDS:** Students, Teachers, Teaching, Learning, Education, Humanistic Approach Teacher Perceptions.

### INTRODUCTION

For education to be effective, students must be accountable for acquiring the necessary information on their own. Three universal approaches cognitivism, behaviourism, and

humanism can be used to accomplish this. These instructional strategies might be based on the theories of educational psychologists on the nature of learning. Behaviourism places a major emphasis on conditioning and reinforcement, which gives pupils a greater feeling of independence in their academic endeavours. All of these strategies support a productive and successful learning framework. Rather than teaching people to submit to authoritative figures, both the humanism movement and the 21st century skills movement seek to develop critical thinking and social awareness abilities in their students. Respect for human freedom and personal accountability was to take the role of religious teaching in authoritarian nations, according to the Humanist movement. The 21st century skills movement seeks to replace the mindless labourers in industries of the past with people who can think critically and care about society. Secular humanists believe that each individual is endowed with all the means by which they may grow and realise their full potential. They see people as logical, sentient beings who can make their own decisions and live on two different planes, the material and the spiritual. The opposite has occurred, even though the bulk of modern humanists are in favour of excluding religion from public education. Humanism gets a lot of attention in spite of the reductionist and materialist approach used by the bulk of scientific ideas on human cognition and behaviour (Kasinath, 2013).

## **BACKGROUND OF THE STUDY**

With influences from Athens, Rome, the Protestant Reformation, the Enlightenment in Europe, and the United States, humanistic education has its origins in the culture of the Athenian people in the fifth century B.C.E. and has developed throughout time. Humanistic education groups expanded as a result of the American counterculture's upheavals in the 1960s and 1970s. Major issues facing the US during this period were sexism, racism, poverty, pollution, and classism. In an attempt to find solutions, many people rebelled against capitalism, nationalism, imperialism, and colonialism. Humanistic viewpoints on values, the nature of science, its social components, and the human nature of science as shown by sociology, history, and philosophy have all influenced scientific curricula. There has been an increasing movement in schools since the 1970s to teach scientific subjects using more humanistic methods. "Humanistic perspectives" include both the things that are deemed to be part of the list and the things that are not. To satisfy the requirements and expectations of their students, humanistic science courses often include concepts from both columns. Humanistic perspectives were included into the scientific curriculum at the start of the 19th century by institutions that taught natural philosophy. Gaining an understanding of the post-World War II era's political and educational objectives is necessary to comprehend the research that is found in scientific education literature. This investigation delves thoroughly into the production, presentation, and internalisation of knowledge of the three main curricular components of a typical educational programme. In order to make humanistic scientific education more accessible, educators use a variety of pedagogical

tactics, and students have access to a plethora of pedagogical materials via the humanistic curriculum. These classes are regarded as part of the "learned curriculum," as the majority of students' academic time is spent studying the humanities in school. This article discusses a number of subjects, including the rise of humanistic perspectives in scientific education, curriculum policy, student learning, teacher orientation, classroom resources, and implications for future study. Adopting a humanistic perspective is only one of many possible approaches, and the teaching of science is not immune to the advent of radical new methodologies. Even though they are not explicitly covered in the curriculum, interdisciplinary educational trends like project-based learning, technology-design courses, social constructivism, and science for practical action may be seen in a scientific curriculum with a humanistically oriented focus (Park et al., 2016).

### **PROBLEM STATEMENT**

Rather than the knowledge and enthusiasm of the teachers, student behaviour often determines a teacher's performance. Students' performance in environmental science courses is closely correlated with their exposure to the three main educational philosophies of behavioural, cognitive, and humanistic learning. Both state-funded and government-run secondary schools use conventional teaching techniques in the majority of their classrooms. To help students get ready for examinations like the ICSE, CBSE, or matriculation, these institutes provide a variety of study techniques. The behaviourist approach is concerned with how pupils react to external rewards and penalties. While the humanistic method stresses the learner's capacity for improvement, control over their life, and commendable attributes, cognitive education is based on preexisting concepts. Research on the relationship between humanistic school culture and 21st-century competencies, however, has been few. Both the US Department of Labour and the US Department of Education have concluded that students need new skills in order to adjust to the way that technology and globalisation are altering the nature of employment. The extent to which school culture influences pupils' capacity to acquire 21st-century skills has not been studied. Education researchers should concentrate on identifying learning settings that are most suited for fostering the kind of abilities needed to succeed in professions that will be accessible in the twenty-first century. This study looked at whether the goals of the 21st century skills movement and humanism movement can coexist in a humanistic educational setting. This article addresses the significant gap that exists between knowledge from theory and practical application. It makes a connection to the conventional practice-teaching triangle, which in a classroom context consists of a supervisor, cooperating teacher, and student teacher. One may find a case for a kind of supervision that fills in this gap (Fatih et al., 2017).

## RESEARCH OBJECTIVE

1. To compare the efficacy of behaviourist, cognitive, and humanistic methods to teaching Environmental Science in the classroom.
2. To evaluate the effectiveness of teaching Environmental Science to a control group by contrasting their mean score before and after instruction.
3. To examine whether or not a behavioural approach to teaching Environmental Science improves students' test scores before and after class.
4. To examine the progress made by students in the Experimental Group (cognitive approach) in the area of environmental science during the course of the school year.
5. To evaluate the effectiveness of the humanistic approach to education by contrasting the mean scores of students in the Experimental group before and after they study environmental science.

## LITERATURE REVIEW

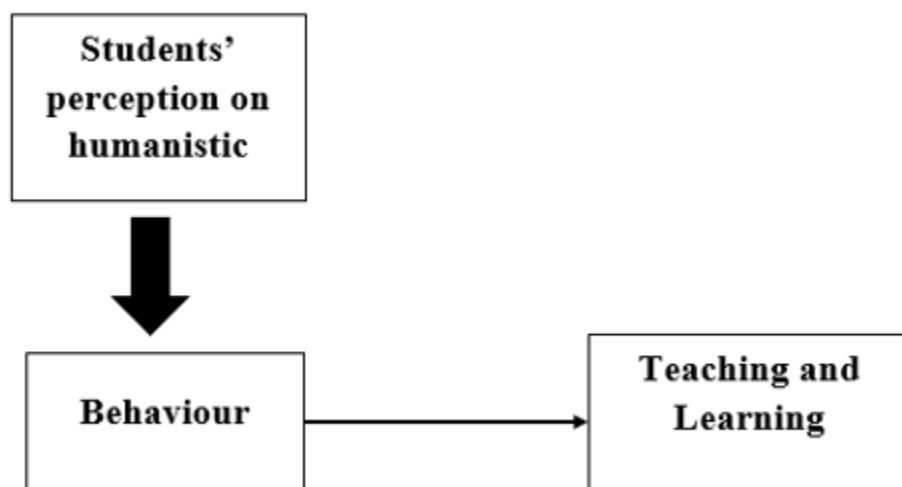
The point where humanistic theory and practise converge. Modern positivism's ideology would have us believe that this alternate approach is less "scientific." But the fervour with which it is pursued hasn't decreased in the slightest. They are trained to use critical thinking skills and to create original theories. It does not recommend ignoring what people already know or giving conjecture more weight than reality. From this perspective, social work philosophy may be considered a fundamental component of the field. Understanding something and acting upon it are critical components in the provision of genuine support. This tactic is probably used by certain social workers who find it difficult or time-consuming to articulate their theoretical arguments in order to function more "naturally." Since they spend their life in accordance with a set of principles and aims that are sometimes fuzzy but are still prescriptive, they may let go of the expectation that everything would be perfectly obvious and objective. Both a person's cultural environment and personal history influence their viewpoint on the tenets, values, and recurring themes of life. They are the source of an individual's values and "images of self," as well as their life's direction and purpose. They specify what each partner in a relationship "ought" to do within the parameters of the partnership, in addition to what each partner is expected to achieve. From a humanistic perspective, this study articulates what the researchers believe to be the fundamental "good" and "right".

Research was undertaken in 2016 by Shakirova et al., on humanistic educational approaches for teaching foreign languages. Their focus was on humanistic approaches to language instruction in foreign classrooms. It was shown that the best outcomes in terms of the students' total personality development were associated with humanistic

educational practises. It helps to improve the standards for schooling. The learner gains "independence," learns to think both practically and imaginatively, and gains the capacity to collaborate effectively in groups while applying theoretical and practical knowledge to real-world issues. They thought that as a consequence, kids would be more interested in studying. If a wide range of problem-solving techniques are customised to each student's unique learning preferences and areas of interest, then the likelihood of students using these techniques to solve problems increases significantly. It promotes the lifelong pursuit of knowledge as well as the development of intrinsic skills.

Mohammad Khatib (2016) looked at the drawbacks, effects, and advantages of a curriculum that prioritises the humanities. By incorporating the theories of linguists and psychologists like Maslow, Rogers, and Erickson, the field of second language training started to take on a more humanistic hue by the end of the 1970s. The inclusion of these scholars' ideas led to this transformation. The thoughts, feelings, and emotions of the learner are given top priority in a humanistic approach, which emphasises the value of the learner's inner world. This paradigm change caused linguistics and education to veer away from the behavioural and mentalistic methods that had previously been accepted as the norm. This led to the development of what is today called humanistic education. Learner-centered classrooms replaced authoritarian teaching approaches, and the conventional roles of instructors and students were reinterpreted as a result. Wide-ranging adjustments were made in the field of language instruction as a result.

### **CONCEPTUAL FRAMEWORK**



## RESEARCH DESIGN

The researchers used in-depth qualitative interventions for this particular topic. They were designed to better understand the motives, feelings, and viewpoints of educators; they were oriented towards the study of inferred phenomena rather than the study of evident phenomena. A consistent set of questions was given to each participant during these often fairly haphazardly organised, if at all, talks. The speakers were able to express their ideas and views on a wide variety of subjects, events, and circumstances as the questions were kept open-ended. Each person was expected to respond to every question, and as the exercise went on, they added a few more questions to assist clarify certain points. While the interviews with the other four educators were done one-on-one, the interviews with the two educators were done in pairs. Six distinct in-depth interviews with various instructors were conducted in total. Each member of the secondary school teaching staff was accountable to the students in their classrooms. Out of the four instructors, two worked for language schools, three were hired by private schools, and the fourth educator was employed by a public school. They did not disclose the identity of any of the instructors in order to respect their right to confidentiality and to keep their privacy intact. With the participants' consent, the interviews were videotaped and then transcribed in order to allow for a more thorough examination of the findings in the future. Interviews were requested from a number of teachers who were regarded as "extraordinary" by both their students and their colleagues. After reviewing the issue with other professors from around the country, a final decision was made. Their goal was to choose colleagues who distinguished themselves from the others by virtue of their excellent work ethic and their close bonds with children. They were able to interview six of these instructors after finding more people working in the education sector. Because the questions were semi-structured, the participants were able to initiate a discussion on any aspect of language learning that they felt was especially important. The fact that the questions were semi-structured was what allowed for this. The purpose of encouraging the debate was to get insight into the perspectives of educators about the pedagogical elements of education and their own involvement in the process of education. Several of the educators got together for follow-up meetings after the in-depth interventions to carry on the prior discussion. As a consequence of this investigation, things that were beyond the scope of the first assessment are now known to exist (Hemant et al., 2014).

## RESULT

- **Examination of Study Results**

Many foreign language instructors have embraced humanistic techniques, which foster a unique bond between them and their pupils. Scientists have come to accept this

method more and more as they see how important it is for pupils to be disinterested. An unprecedented period of development begins for educators and students, who strengthen their bonds and acquire knowledge. Although humanistic teaching methods promote language usage, foster creativity in thought, and downplay the importance of emotions, instructors often find it difficult to completely implement these methods because of their limited resources. An expensive institution's language instructor clarifies that they would rather concentrate on subjects that pique students' interests than get them ready for tests.

- **Recognising and Meeting the Needs of Learners**

Second language instructors are aware of the "seasonal" nature of language acquisition and instruction. When planning the schedule for lessons, they consider the day and month, making sure that sessions start early in the morning and after breaks. Nonetheless, teachers often ignore the significance of earlier lessons or the time of day. If math's is scheduled before English, students could become upset because they think that vocabulary or grammar rules should take up more class time. Although there is nothing teachers can do to change the way pupils feel, they apologise. A public-school instructor said that since kids have to finish the coursework, there is seldom enough time for thoughtful suggestions.

- **Determining the Terms for Language Acquisition**

Curran (1976) highlights that in order for pupils to succeed academically, emotional homeostasis in language acquisition must be maintained. Coopersmith (1967) emphasises how important it is for instructors to help pupils develop a sense of trust and self-worth. Self-esteem is a person's assessment of who they are, influenced by how they interact with other people and how they see the world. Getting praise from peers is crucial for a person's sense of self-worth, particularly in adolescence. Teachers need to provide an environment where students feel empowered to take charge of their education and collaborate with one another to achieve common goals. Since the classroom is a location where children learn about love, hate, and impatience, it has a big impact on how they feel. The dynamics of the classroom may be significantly impacted by the words and deeds of the teachers. According to Moskowitz (1978), the dynamics of the classroom may be greatly impacted by the words of the instructors. To provide a supportive atmosphere, educators can use strategies that invite students to reflect more deeply on themselves. Students benefit from this in terms of language acquisition as well as personal development and individual growth. Another method that educators may highlight the importance of this kind of education is by including emotional learning into their lesson plans. Instructors want their classrooms to be lively, active, and free from monotony, a place where people feel comfortable speaking up, expressing themselves, and making mistakes. Teachers may increase student and teacher productivity by fostering a less stuffy environment. In conclusion, for kids to thrive in language acquisition, teachers must maintain emotional balance and provide



a supportive atmosphere in the classroom. Instructors should think about how their words and deeds affect the classroom climate and work to foster an atmosphere that encourages individual development.

- **The Duty of Education**

While acknowledging their part in their students' growth, the respondents also understand that pupils must quickly learn how to support themselves. They contend that because teachers spend the same amount on their kids as they are repaid, they are more accountable for the growth and behaviour of their pupils. Educators are deeply concerned about their pupils and want the best for them; but they do not want to push their will on them or do as they like. While there are many different learning opportunities available to teachers, they also have high expectations for their pupils. They understand how critical it is for students to actively participate in decision-making processes and to provide original ideas for possible issue solutions. Being sincere is essential for building reliable relationships between team members. According to one educator, their impartial method of working with kids has the most impact on today's youth. When students see that their instructor lacks linguistic expertise, they have a duty to speak the truth. Effective cooperation requires them to keep lines of communication open with everyone they encounter, particularly with young people. Teachers utilise a variety of techniques to help their pupils feel more connected to them, including talking casually, referring to them as "they" or "them," and encouraging students to take the initiative in class discussions. The most effective learning environments foster a culture where students initiate class conversations. Some professors are open to meeting one-on-one with their pupils to discuss any problems they may have, such as skipping class or using phrasal verbs to convey their worries. They are encouraged to better the lives of their pupils and feel relieved as a result. Although it might be difficult to tell whether students are actively participating in their courses, teachers can tell when they go above and beyond what was covered in class to provide clarification on a topic. When a student performs this, they realise it was great because they realised they had been successful in creating boredom and tiredness without getting any feedback. In summary, teachers are vital to their students' growth, but they also understand how important it is to encourage open communication and trust among their pupils. Teachers may assist students in maturing into responsible adults by creating a safe atmosphere and empowering them to lead class discussions.

- **The Humanistic Educational System's Philosophical Foundations**

Since education contributes to the nation's continuous survival and growth, it is essential to the structure and scope of national life. Nevertheless, education falls short of its promise and fails to elevate students' worth and dignity because of its emphasis on dehumanisation. Students now have a more compassionate attitude as a result of this discrepancy, and they need to be ready for what lies ahead. Humanist education seeks to assist young people reach their full potential as self-reliant, imaginative, and



morally pure persons by attempting to humanise human character. A school of thought known as humanistic education upholds the idea that people are born with the capacity for growth and development. The environment that teachers create in the classroom is crucial in promoting students' self-directed learning and personal development. The purpose of humanistic education is to help students grow into strong, capable, self-directed people who can bring out the best in them in every situation. The development of moral character is a prerequisite for real humanist education for children. However, character education focuses mostly on non-academic soft skills, which are seldom perceived favourably and may even be ignored, while modern educational system tends to put a higher emphasis on intellectual growth. Scholars contend that character education is challenging because of the current trend towards maintaining intellectual goals as the main focus of educational results. Should this trend persist, there might be a rise in dehumanisation and the disintegration of educational remedies. To achieve the goals of humanism in the educational system, character education must be funded. According to John Dewey's philosophy, education is the act of organising and reconstructing experience in addition to giving one the capacity to direct and influence future experiences. He thought that the best way to learn about us and the outside world is via personal experiences. Dewey promoted the idea that the principal should play a part in creating an environment in the classroom where students feel free to express their opinions and think critically. The act of learning itself, including acquiring new knowledge and sharing personal experiences, is central to a humanistic education. Humanist schools promote student participation in their own learning, which helps students reach their full potential and have a more positive outlook on life (Kuntoro, 2008).

- **Humanistic Approach in The Learning Process**

The existence of a humanistic approach to education may be interpreted in a number of different ways, as evidenced by the data, including the following four factors: (a) humanistic approach in the learning students, (b) humanistic approach to tutors, (c) humanistic approach to learning students, (d) approach humanistic tutors towards learning students. Researchers' explanation is going to be comprised of four different parts or components.

- **Students Studying with A Humanistic Approach**

The need to expand legal job options, the high school dropout rate, and the desire of many working people to return to school emphasise the value of non-formal education. The PKBM should host community events, engage in group socialising, interact with important authorities and well-known community members, and build connections with powerful people in order to promote community involvement in the equity education programme. When it comes to socialising with others in the community and outside of the home, a humanistic approach that emphasises politeness, kindness, humility, and friendliness is helpful. One should provide an example of respect for all people,

including one's ancestors, for those living in distant areas. Encouraging those who want to study and educating the public about the value of education without using coercion may have a significant impact on student enrolment. An educational institution's humanistic approach to student recruitment may be defined with the use of data gathered from observations, interviews, and written documentation. This strategy involves conversing with well-known community people, exchanging kind words on a regular basis, and offering postgraduate and continuing education students easily accessible, flexible, and free services.

- **Tutoring with A Humanistic Approach**

Based on a humanistic approach to tutoring, the data was gathered via written records, observations, and interviews. It is mandatory for researchers to exhibit *nguwongneuwong* behaviour, which includes giving instructors and students clothes and refreshments. In addition, they need to provide suitable facilities, keep lines of communication open, keep strong connections, and offer certificates of appreciation and well-being. They must provide access privileges in exchange for finished work and respect customs, religious convictions, and philosophical stances. To make sure their wants and preferences are satisfied, researchers are looking at a number of solutions. An understanding, focused, and dedicated attitude towards the teachers is the eighth phase. This strategy guarantees each student respect and equal opportunity.

- **Humanistic Method for Teaching Students**

To solve the gaps between formal and informal education, the PKBM manager needs to interact with the learning community. Young people enrolled in programmes promoting equality come from a variety of backgrounds; some are elderly, some are incompetent, or have dropped out of school. To guarantee that students behave properly in the classroom, teachers need to be aware of the personalities, worldviews, and habits of their students. Instructors must meet the unique needs of their students since they establish unique personalities in non-formal learning situations. Caregiving for younger siblings or elderly parents may cause these kids to be late for class. Locals from Cipta Karya and Perhutani authorities, village leaders, employees from different offices, and singers were among the people that PKBM learned about. The ability to engage with others, become independent, and take an active role in their education are all skills that kids must learn. Managers need to handle senior citizens differently from school-age residents in order to be adaptable and kind towards people. Offering friendly-making services to pupils, particularly when youth are enrolled in programmes as part of the equality package. Giving rewards to citizens who are actively learning, visiting ill people, offering condolences, and legalisation are a few instances of humanist views in action. Other examples include helping those in need and volunteering. All students will benefit from a more welcoming and encouraging learning environment if the management takes this action.

- **Approaching Learning Students with Humanistic Tutors**

In order to encourage students to think critically and creatively as well as expressively via self-reflection, the scenario's approach focused on fostering dialogical components. Humanistic principles are used in PKBM as well as in non-learning contexts, such as observation, attention to detail, task correction, awarding, directing residents to participate in learning activities, and fostering civility among learning students. Teaching and learning activities that include allowing students to learn freely, appreciating, and respecting differing viewpoints, acting upon issues, assigning independent work based on students' aptitudes, offering helpful instruction and direction, bestowing gifts, or encouragement, and promoting an attitude of openness and curiosity about the world around them are all examples of how a humanistic approach is used in education. Learning activities in study groups do not need stress, force, or coercion, according to a joint interview with the head of PKBM sustainable work. But a humanistic approach that is conversational, humorous, heartfelt, flexible, and open-minded is required. Experience with this educational framework is likely to make citizens value education and see its importance as a necessary prerequisite for success in all areas of life. One method that people might use to prevent themselves from becoming less relevant in the environment is via studying or pursuing information. All things considered, a successful learning community requires a humanistic approach that fosters communication, creativity, critical thinking, and expression.

### **Conclusion**

Because it places more emphasis on the initiative and development of the learner than behavioural and humanistic approaches, the cognitive approach to education is preferable. By addressing the needs of the whole person, this method enables pupils to control certain conceptual behaviours for understanding. According to this study, students that use a cognitive approach to learning could do better in environmental science classes. A humanistic school culture differs from the conventional paradigm of education in that it recognises every student as a person with distinct experiences, attitudes, and points of view. Humanistic school cultures are characterised by intimate connections between students and teachers as well as a sense of community, trust, respect, and awareness. Relationships between students and teachers, administrators, and other students are often the subject of interactions between students, their parents, and teachers. More than any other kind of connection, parent-student talks at Central often centre on the relationships that kids have with their instructors. It's common to compare the links between parents and their children to those between teachers and their students. In summary, by placing an emphasis on the initiative and development of the learner, a cognitive approach to education may support students in

their success in environmental science. Instructors need to devote much thought to the best way to improve student learning in a particular science subject.

### **LIMITATION OF THE STUDY**

Unfortunately, there are certain restrictions on this study. The first and most important constraint on our research is that, like all previous studies, ours does not include any data from other organisations. Needless to say, Central is a unique environment, and the Central way of life in the classroom is every bit as remarkable as the rest of Central life. Central is the only organisation with access to the investigation's results as a result. Second, every piece of information included in this study was gathered as part of a larger investigation, with the exception of the findings derived from the key informant interviews. The results obtained from the key informant interviews were the lone exception to this rule. Furthermore, the process of interviewing key informants necessitated devoting a substantial portion of time to asking questions that were pertinent to the project as a whole. One of the laborious parts of the strategy was this. This has the immediate effect of limiting the depth to which the interviews might have descended into the students' evaluations of Central's school culture. Because they may not have been represented in the data, it is thus very likely that not all facets of Central's humanistic school culture were examined. This means that it's quite likely that not every facet of Central's humanistic school culture was looked at. The last issue that has to be addressed is the fact that the study solely included male participants. The three primary informants were all female, and the sole male participant among the parents was one of the dads. The circumstances under which this response difference occurs determine whether or not a lack of gender diversity is an issue. This is due to the potential for disparate responses from men and women to social and cultural factors, such as school culture. It is likely that men and women would see the organization's culture differently when evaluating its relevance (Inwood et al., 2012).

### **REFERENCES**

1. Coopersmith. S. (1967). *The Antecedents of Self-Esteem*. San Francisco: Freeman& Co.
2. Curran, C. A. (1976). *Counseling-Learning in Second Languages*. Apple River, IL:Apple River Press.
3. Fatih, Saltan. & Omer, Faruk Divarci. (2017). Using Blogs to Improve Elementary School Students' Environmental Literacy in Science Class, *European Journal of Educational Research*, Vol. 6, No. 3, pp. 347-355.

4. Hemant, Lata Sharma., & Sunita, Sharma., (2014). Relative Effectiveness of Multimedia and Conventional Classroom Instruction in Promoting Environmental Concerns. *Edutracks, Neelkamal Publications Pvt. Ltd: Hyderabad*, Vol. 13, No. 1, pp. 39-42.
5. Inwood, Hilary J. & Taylor, Ryan W., (2012). Creative Approaches to Environmental Learning: Two Perspectives on Teaching Environmental Art Education. *International Electronic Journal of Environmental Education*, Vol. 2, No. 1.
6. Kasinath, H.M. (2013). Humanistic Approaches to Teaching Strategies. *Edutracks, Neelkamal Publications Pvt. Ltd.: Hyderabad*, Vol. 13-No. 3, pp. 18-21.
7. Kuntoro, S. A. (2008). Sketsa pendidikan humanis religius [Religious humanist educational sketch]. *Yogyakarta: Pascasarjana UNY*.
8. Mohammad, Khatib. (2016). Humanistic Education: Concerns, Implications and Applications. *Journal of Language Teaching and Research*, Vol. 4, No. 1, pp. 45-51.
9. Moskowitz, G. (1978). *Caring and Sharing in the Foreign Language Class*. Cambridge, Massachusetts: Newbury House.
10. Park, Mihwa., & Johnson, Joseph A., (2016). Evaluation of Students' Energy Conception in Environmental Science. *International Journal of Environmental & Science Education*, Vol. 11, pp. 5572-5590.
11. Shakirova, Aliya A., & Valeeva, Roza A., (2016). Humanistic Educational Technologies of Teaching Foreign Languages, *Mathematics Education*, 11(1), pp. 151-164.