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Learning is described as a process that can help to achieve personal and environmental experiences with each other, to change one's knowledge, skills, values, attitudes, attitudes and global views. Learning theories Hepothasas develop how this process takes place. The scientific study of learning began in Ernest on the morning of the 20th century. Important concepts and theories of learning include the bahaooverist theories, the sansthanatomy, the konsteroctawasam, the social contrast ome, the experience learning, more than one intelligence, and the learning principles and practice community. The Bahawaoversam learning bahaooverast approach began in the early 1900s, and became dominant in the early 20th century. The basic idea of Bahawaoversim is that learning is caused by behavior change, control and individually the environment and the request of associations between stimuli from observable responses. The Bahaooverists are interested in changes in behavior. Tahorndaci, a large bahaoovercast theory, put forward that (1) is stronger than a motivator's answer when followed by a positive beneficial effect, and (2) the response to a motivation is strengthened by exercise and repeat. This learning approach is related to drills and practice programs. Skner, another influential bahaooverast, proposed his type of bahaooversam called Bahaooverasm. In its approach, the right parts of the more complex behavior benefit, and encourage its recurrence. Therefore, the reforce controls the presence of the desired partial behaviours. Learning is considered as step by step or continuous clip of desired partial inimitable sins through the use of reward and punishment. The most popular application of The Scanner theory is program instructions that determine the exact order of partial attitudes learned is specified by the work analysis. The Sanjishthanatamy psychology was launched in the Late 1950s, and played a major role in shifting away from Bahaooversam. People are now seen as responses to no external stimuli, as understood by The Bahaooverists, but information processors. The sanjishthanatamy psychology paid attention to complex mental phenomena, ignored by the bahaooverstis, and was influenced by the exit of the computer as an information processing device, which became consistent with the human brain. In sanjishthanatamy, learning is considered as acquiring knowledge: the learner sings an information that absorbs information, operates on it by sanctomy operations, and stocks in memory. Therefore, his preferred methods of instruction are speech and reading books. And, his most sensational, the learner is an inactive recipient of knowledge from the teacher. konsteroctawasam Emerging in the 1970s and 1980s, they give rise to the idea that the learning sins are not passive recipients of information, but they actively build their knowledge in conversation seis with the environment and through the organization of their mental structures. For this reason, the learning is seen as a sensation maker, not only recording its interpreted information but also its interpretation. Learning led shifts by building knowledge to acquire knowledge from this perspective. There was also growing evidence in support of the constructive nature of learning and thus supported by the first work of influential theory such as Jean Piaget and Jirum Branar. While there are different versions of Konstroactawasam, what is commonly found is the learner-focused approach in which teachers become a sanciththanatomy guide of learning and not a knowledge-transformer. The social learning principle is a well-known social learning principle developed by Albert Bandora, who works within the framework of both the sanctomy and attitude of attention, memory and motivation. Learning its theory shows that people learn in a social context, and it is facilitated by concepts of learning such as observation, learning and imitation. Bandora believes that the mutual deatermanism that has put forward a person's attitude, environment and personal characteristics all affect each other. He argues that children learn from others as well as model behaviour, which is the process of focus, retention, inter-se and motivation. The importance of positive role modeling on learning is well documented. In the late 20th century, social contextwas changed by the perspective of the konstroctawast of learning, the knowledge and learning that emphasize the context, especially the important role of social conversation. Information processing is criticized against the Konstroactawast approach and to learn as well as Vegoutsky as well as the antarpoology and the parituresearch as well as as the collecting support. The essence of this criticism was that information processing Konsteroctawasm reviewed cognition and learning as an in-brain process in isolation of conversations with him and with him. Knowledge was considered to be quite self-sufficient and free from their context in which it gets itself. In the new approach, cognition and learning are considered as a conversation between the individual and a situation; Knowledge is established and this activity, context and culture is a product in which it is formed and used. It gave way to a new example for participation and learning as social negotiations. Learning Experiments Experimenting Learning builds on social and constructacost ideas, but the learning process is primarily sattoy experience. They intend to understand such objectives – that first or second hand – to encourage learning and to promote their learning. Therefore, the purpose of learning is about meaningful experiences- in everyday life- that lead to a change in an individual's knowledge and behaviors. Carl Rogers is an influential supporter of these theories, recommending that learning experiments start edited itself as people have a natural inclination to learn; And they are fully involved in the learning process when they learn. Rogers: (1) Learning can only be helped: We cannot directly educate another person, (2) Learning become more severe under risk, (3) Important learning is in an environment where risk to learning is at least, (4) is the most likely to learn and finally when it starts itself (Office of Learning and Education, 2005, p. 9). He supports a dynamic, continuous process of change where new learning affects results and learning environments. This dynamic process of change is often considered in literature on organizational learning. More than one intelligence is a universal human process that many people experience according to the same principles of learning that I hypothesischallenge, in The Howand Gardener described its principle of greater intelligence than one in 1983. Their view also challenges intelligence understanding, as is the dominance of a common capacity. The Gardener argument that each person's intelligence level actually contains many different intelligences. These intelligences include: (1) logical mathematical, (2) linguistic, (3) local, (4) music, (5) physical-kanisitak, (6) mutual, and (7) intrapersonal. Although their work is very sensitive, its theory is defined by teachers that they are beyond the vast of traditional confines, skallong, curriculum and testing. More than one intelligence identification, for The Gardener, is a means of achieving educational goals rather than an educational purpose. The learning principles and community of practice scare ideas of learning principles and learning ideas above the community of practice. They are produced by Jean Nalana and Aytain Wenger. The learning principle is based on that there is no learning that does not exist, and emphasizes learning activity as related and knowledge-related and knowledge-related and learning activities as well as learning activities for those involved. According to the theory, it is within society that is most effective in learning. To work within a community of practice- for example, to communicate. Problem solving, building trust, understanding and relationships–increase dwells of community members that have the potential to promote social capital. Thomas Sergaveana reinforces the idea that it takes place in the community when learning is most effective. He argued that educational and social outcomes would only improve when classrooms are trained to learn, and education becomes focused on learning. Their practice course is not limited to schools, but covers other settings such as work and organizations. The 21st century concerns about learning or finding skills, which is based on the goal and daily practice of learning to meet the new demands of the 21st century, which is based on knowledge and development. The current debate about the skills of the 21st century mainly goes to the subject knowledge as well as new media lotracas, important and system thinking, mutual and self-development of their skills to encourage classrooms and other learning environments. For example, the partnership for 21st century skills (P21) explains the following: basic subjects (e.g. English, mathematics, geography, history, citizenship) and 21st century topics (global awareness, civic literacy, health literacy, environmental literacy, financial, business and ownership literacy) ; And innovation skills (creative and innovation, critical thinking and problem solving, communication and collaboration); information, media and technology skills (for example CIC literacy, media literacy); and life and career skills (flexibility and flexibility, initiative and self-direction, social and intercultural expertise, creation and accountability, leadership and responsibility). One important learning method that supports learning such skills and knowledge is group learning or practical projects, including inquiry-based collaboration work that address real-world problems and questions. Source: Office of Learning and Education, 2004. The Section of Education and Training; OECD, 2010. Learning Nature, Paris: Author; /www.p21.org/

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