

Find values and parameters for phenomenological environmental concept on primary school student learning disabilities

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Abstract:

Student learning in primary schools is one of the most consideration issues for families and those who they are in education system. In psychology they are a lot of ways, methods and scholars for better learning of students. Since, environmental capacities can help us to find new approaches to enable students to achieve their learning potential. A phenomenological method implemented in this paper to identify all effectiveness and weakness concepts for student learning in primary school. In fact, we want to link phenomenological method to environment and student learning help us to make big umbrella to integrate all visible and invisible dimensions of learning. By the better words, reconstruct new subjects point of view and relation between theoretical and practical knowledge in teaching and learning. Students learning in primary schools essentially require involvement, including engagement with the environment and thus for the student to “be in place”. Within the our framework of phenomenological environment aesthetics, learning environment can be described through the concept of place as the meaningful center of human space. Furthermore, all phenomenological methods explorations are through human life style and experiences in any situation and everywhere. Then, phenomenological environment and learning help us to understand relation between theoretical and practical knowledge and know our potentials in environment to increase students understanding.

Keywords: *Student, Learning disabilities, Primary School, Phenomenology, Environment*