

(MEG)

(USAID)

# التدريس المتمركز حول المتعلم والمتعلمة مبادئ وتطبيقات

إعداد  
ذ. عبد القادر الزاكي

2000

"*MEG* : "

.1996 27

" "

.

6		
6		
6		
7		
	:	:
8		
9		.1.1
9	/	.2.1
11		.3.1
13		.4.1
15		.1.4.1
18		.2.4.1
21		.3.4.1
22		.5.1
24		:
25		.1.2
25		.2.2
25		.1.2.2
27		.2.2.2
36		.3.2

36		.1.3.2
39		.2.3.2
43		.3.3.2
46	:	
47		.1.3
47		.2.3
48		.3.3
52		.4.3
55	:	
55		.1.4
60		.2.4
60		.1.2.4
63		.2.2.4
67	:	.3.4
71	:	
74		

	1	
	2	
/	3	
" "	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
	13	
/	14	
	15	
	16	
	17	
	18	
(1) /	19	
(2) /	20	
	21	
	22	
	23	
	24	
1	25	
2	26	
	27	
	28	

\*

." : /

"

1999-1998

"

"

"

.

"

/

"MEG/

"

\*

:

:

/

/

/

.

.

:

: /

" "

.

-  
-  
-  
-

" "

/

.( )

\*

:

.

.

/

( )

" "

.( ) ( )

: /

:

. /

.1

.2

/

.3

.

**:1**

.

/

:

/

-

-

/

-

/

-

/

/

/

/

:

.

.



.1.1

.

/

/

/

.

.

/

.

/

.2.1

"

"

"

"

(

)

.

.

(

)

.

( )

)

(

" "

.3.1

/

( )

/

/

(PERENNIALISM) " "

(ESSENTIALISM)

( )

(RECONSTRUCTIONISTS)

)

(

(PRAGMATISM)

(PROGRESSIVISM)

/

(John Dewey)

(INDIVIDUALIZED INSTRUCTION) " "

(LEARNING BY DOING) " "

(LIFE-LONG EDUCATION) " "

(PROBLEM-SOLVING)	"	"
(INDEPENDENT LEARNING)	"	"
(CURRICULUM RELEVANCE)	"	"

**.4.1**

(construction du

savoir)

...

( )

" "

(psychologie de la lecture)

(modèle

ascendant)

(linéaire)

.

:

( )

(READER RESPONSE THEORY)

(modèle

"

"

descendant)

.

(modèle interactif)

.

.

.

**.1.4.1**

/

" "

:

/

.

" "

(HAWARD GARDNER)

.( )

:

: .1

.( )

: - .2

.3

.4

.5

.6



...

: .7

.

: .8

.

.

.

.

.

/

.

	.		
:	/		
			.1
/	.		
			.2
	.		
			.3
.	.		
			.4
	/		<b>.2.4.1</b>

. /  
 (Humanistic Psychology)  
 .(Carl Rogers) (Abraham Maslow)  
 "  
 .  
 .(THIRD FORCE PSYCHOLOGY) "  
 .( )

(Maslow)

(Abraham Lincoln)

(Eleanor Roosevelt) (Walt Whitman) (Albert Einstein)

)

:

(Rogers) " " (Maslow) " "

(Maslow)

/

:( )

"

:

.

"

,

*(Rosser & Nicholson. 1984 p 403)*

"

"

/

.

"

"/"

"

(Carl Rogers)

.

.

.3.4.1

)

(

/

:

.

:

♦

/

/

/

/

:

♦

/

"

"

(1) :

(2)

/

/

(3)

"

"

/

.(1988 Cambourne)

:

/ *ENGAGEMENT* ♦  
 .  
 / *IMMERSION* ♦  
 ( )  
 ( )  
 / *OWNERSHIP* ♦  
 .  
 / *DEMONSTRATION* ♦  
 . /  
 / *EXPECTATION OF SUCCESS* ♦  
 . /  
 . *TIME TO RPACTICE* ♦  
 / *ACCEPTANCE OF APPROXIMATIONS* ♦  
 /  
 . /  
 / *(POSITIVE RESPONSE)* ♦  
 . /

**.5.1**

: - /  
 CURRICULUM THEORY ♦

/ /  
 . / ♦  
 (1972) Kaufman (1992) Lapointe  
 . "Le Conseil de l'Europe " :  
 ) ( MASTERY LEARNING ( ♦  
 . (approche communicative) ♦  
 / (fonctions communicatives)  
 . :2  
 : ( ) -  
 -  
 -

/

:

/

/

.1

/

.2

.3

/

.4

/

.5

/

.6

.

	/	:3
)	/	.1
.	/	(
/	(	/
	)	.2
	.	.
	.	



**.1.2**

.

)

(

/

/

**.2.2**

**.1.2.2**

(

)

.(

)

Tyler " " :4  
" " /

/

" Basic Principles of Curriculum and Instruction " : Ralph Tyler " "

..

" "

·  
·  
" " " " " " " "  
(FILTERS) " "

·  
" "

·

.2.2.2

-

:5

:

/

.1

/

.2

.3

"

"

.4

·

·

" " " "

Kaufman

)

" "

(1992 Lapointe

1972

( )

" "

.(1988 Nunan )

)  
)

(  
.(

( )

(STUDY SKILLS AND HABITS)

)	(	)	
.	(		
.	(	(	)
			-
:			
		:	- 1
		...	
)	:		- 2
		.	(
		:	- 3
	.	(	)
/	:		- 4
		:	- 5
	:		- 6
			- 7

- 8

:

- 9

:

- 10

-

:

:

- 1

"

(BRAINSTORMING)

" Technique du Groupe Nominal-TGN "

( )

/

.(analyse du contenu)"

"

:

- 2

)

.(..

)

(

/

(

)

:

" /  
... 7 5 3 "Likert  
( ) :  
( )  
( ) .(" " )

( )

.

.

.

.

:

- 3

**:6**



\*  
 \_\_\_\_\_  
 .1  
 : .2  
 (3  
 : (4  
 : \_\_\_\_\_

:5            : 4            :3            :2            :1

	( ) _____
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-

5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-
5 4 3 2 1	-

\_\_\_\_\_

: \*  
\_\_\_\_\_  
- 1  
- 2  
- 4

.....

: \*  
\_\_\_\_\_

:

:5	:4	:3	:2	:1
----	----	----	----	----

\*

-

-

-

-

-

-

-

-

-

-

-

-

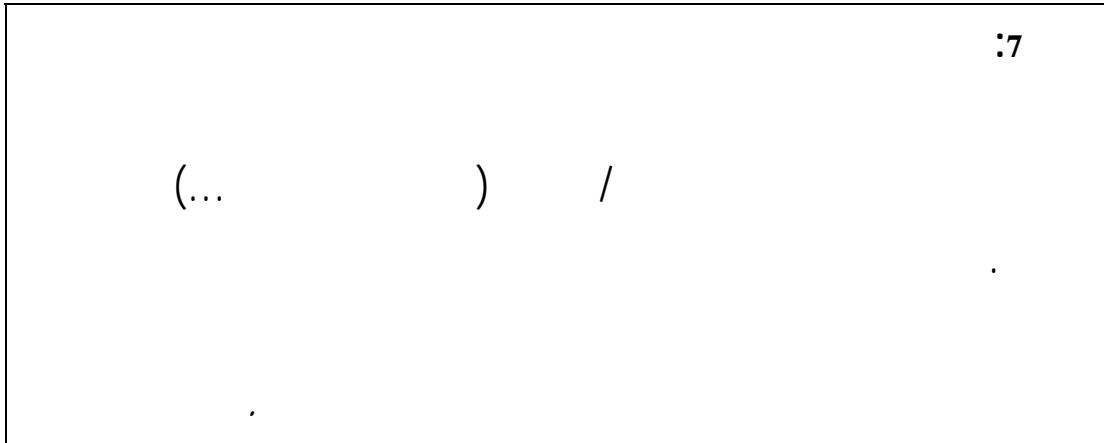
-

-

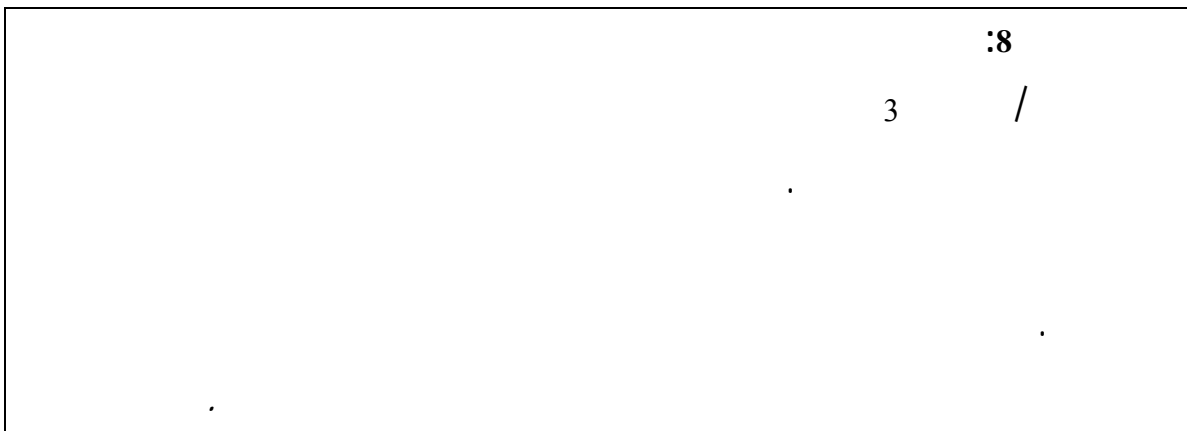
-

-

.3.2



.1.3.2



**.1**

-

-

-

-

-

-

...

-

**.2**

-

-

-

-

-

-

-

....

-

**.3**

-

-

-

-

-

...

-

: **.4**

-

-

-

-

-

...

-

: **.5**

-

-

-

...

-

: **.6**

-

-

-

.

-

-

...

-

: **.7**

-

/

-

...

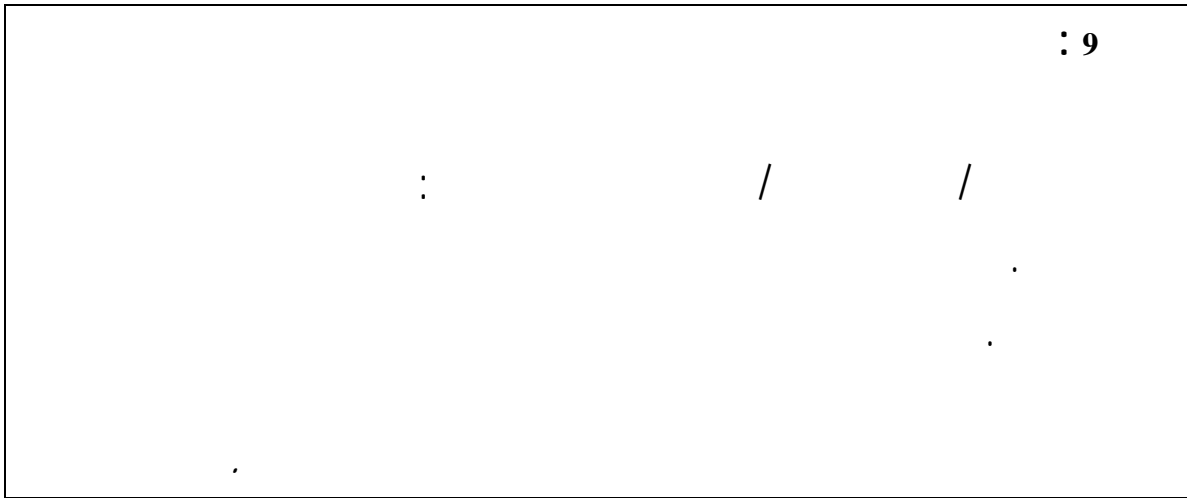
-

: .8

-  
-  
-  
...

.(1994 Armstrang

)



: 9

:

/

/

(fonctionnalité)

(authenticité)

.2.3.2

/

.  
 " "  
 ...  
 ( )  
 /  
 ( )  
 ).

.(10



:

:10

:

: \_\_\_\_\_ \*

.( )

-

. )

-

.(

-

-

-

-

-

: \_\_\_\_\_ \*

-

-

-

-

-

-

-

-

-

-

-

-

-

(approche communicative)

(fonctions communicatives)

.

( )

			<b>:11</b>
		:	
			-
		.	/
.	/		-
.	/		-
.		.	-
.			-

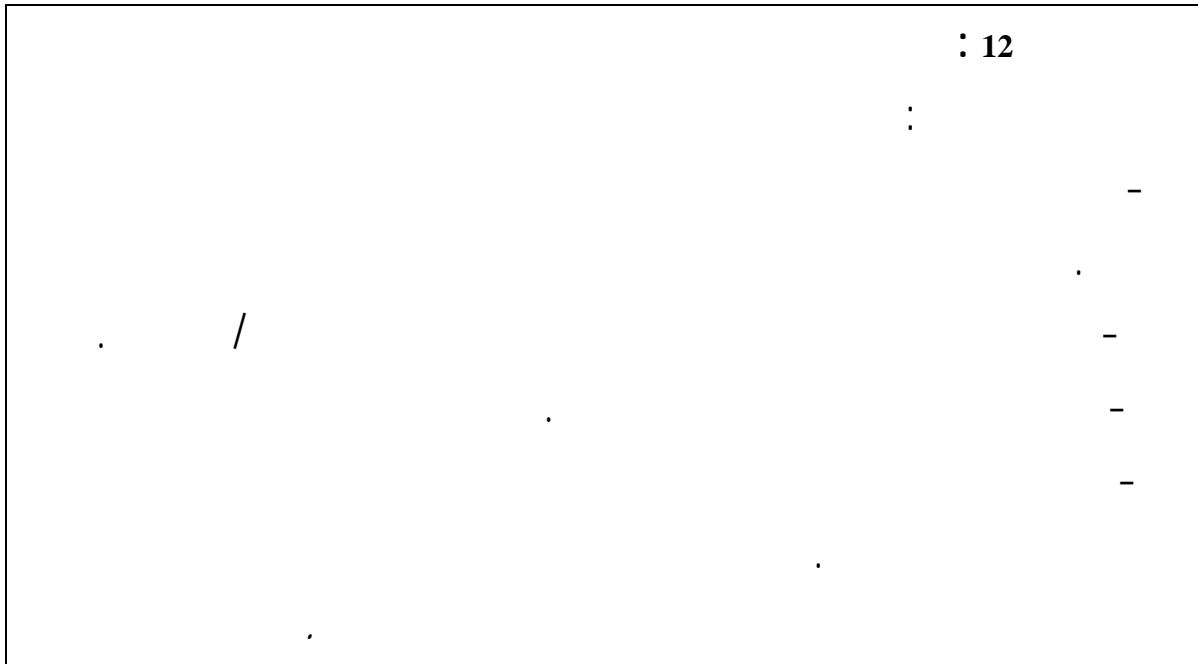
-

### 3.3.2

"

.(adaptation du matériel didactique) "

/



.( )

.

.

.  
.  
( )  
.  
.  
.  
.  
.  
( )  
.  
( )  
.  
.  
.  
.

				<b>:13</b>
:			.	
	)			: -
		(...		
				- : -
	)			-
	(			(
			:	-
				: -



:

.1

.2

/ . /

/ .3

.

:15

.

/ . /

( ) .

/ .

.

.

.1.3

/  
/  
/  
/  
/

.2.3

/  
-  
.  
.  
.  
.

:(pédagogie variée)

\*

...      " "      " "      " "      .

:(pédagogie diversifiée)

\*

.(...

)

:(pédagogie différenciée)

\*

(1997 Astolfi ).

.3.3

:16

/

.

.

.

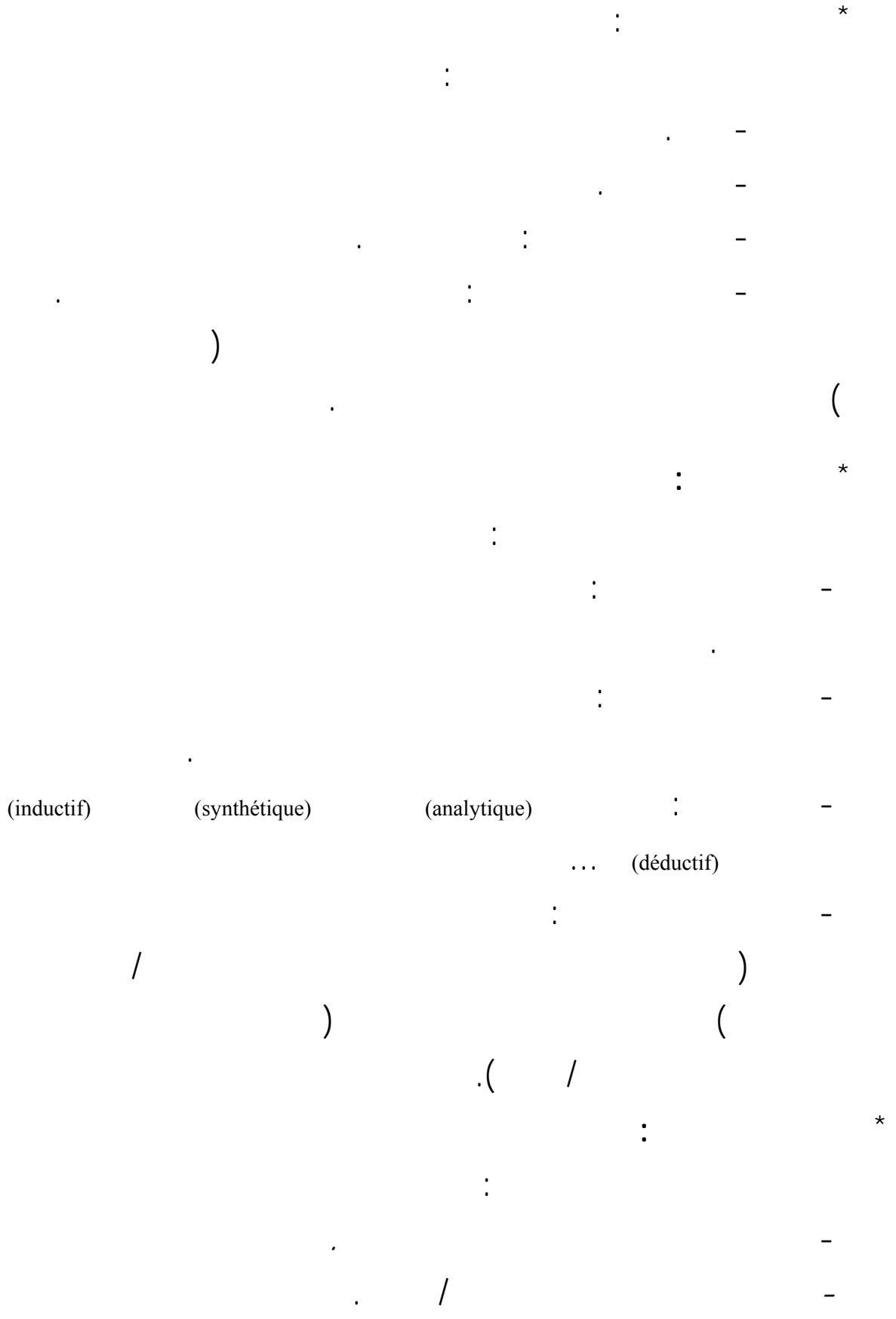
.

/

/

.



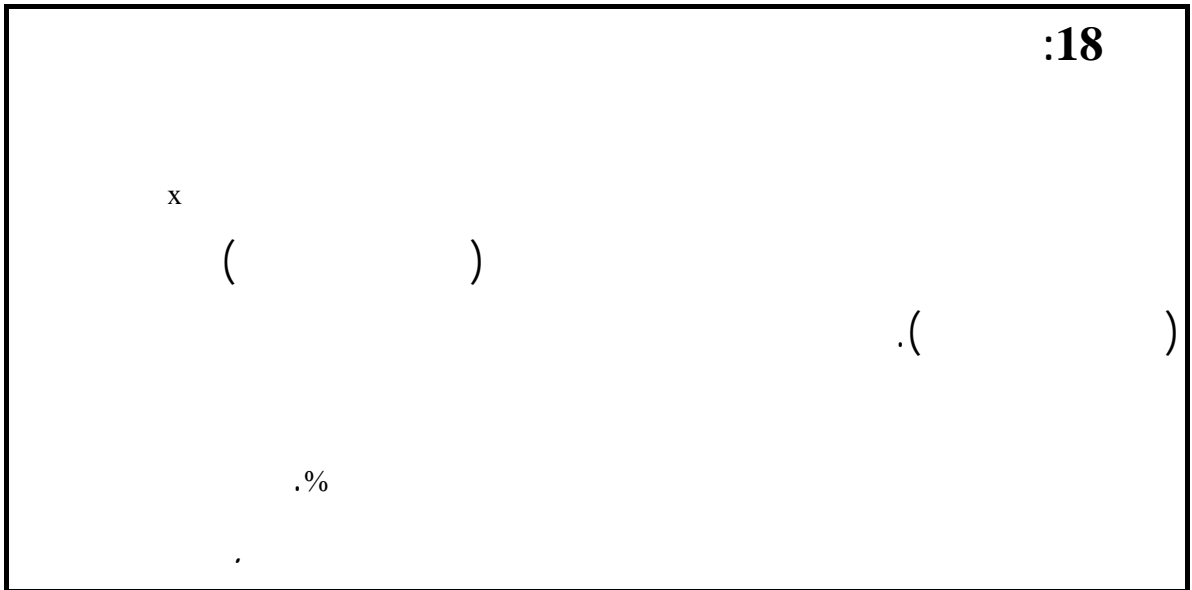


. -  
 . -  
 : -  
 ...  
 : \*  
 . -  
 . -  
 ) / / / -  
 .( / -  
 . -  
 .(READINESS) -  
 /

:17

/  
 ( ) /  
 : /

.	.1 .2 .3 .4	.	.1 .2 .3 .4
	.1 .2 .3 .4		.1 .2 .3 .4
( )	.1 .2 .3 .4	(... )	.1 .2 .3 .4
.	.1 .2 .3 .4		.1 .2 .3 .4



---

.1	.1
.	.
.2	.2
/	
.	.
.3	.3
.	.
.4	.4
.	.
.5	.5
.	.
/	
.6	.6
.	.

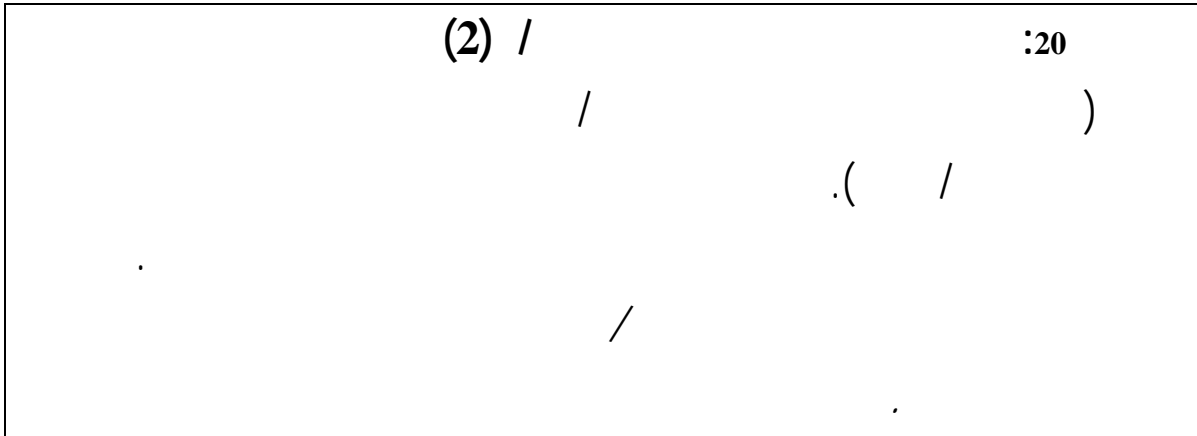
---

	.7
.	.
	.8
( )	.
( )	.
	.9
.	.
	.10
.	.
	.11
.	.
/	.
	.12
/	/
.	.
/	.13
" " " "	.

	:		
	/		.1
	/	.	
/	/		.2
	.		
.	/		.3
	/		.4
	/		
	/		.5
	.		

.1.4

	(1) /		:19
	/		
	(6 ) /		
	.		
.	.		



$. /$

\*

.1

.

$( )$

.2

.

.3

$. / /$

$( )$

\*



	*
) .	.1
.(	.2
	.3
	.4
/	-
	-
	-
	-
	.5
	-
	-
:	-
	-

FEEDBACK

(STUDY SKILLS)

. " " -  
 -  
 .( )  
 : -  
 .  
 ( ) -  
 /  
 /  
 ... : -  
 : -  
 ...  
 ... -  
 . -  
 : -  
 " " " " •

(la main à la pâte)

/  
 ( )  
 ... ( )  
 " " •

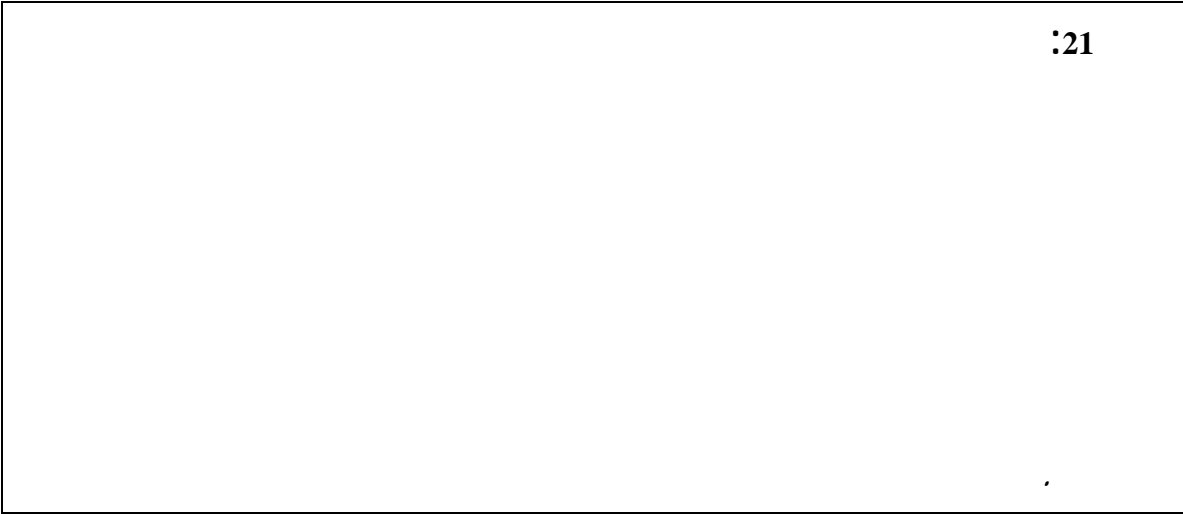
(DEPTH OF PROCESSING)

/  
:  
.  
.  
/ •  
( ) " " " " )  
) " " " " " "  
.(

(COMPREHENSION AIDS)

" "

(ADVANCE ORGANIZERS)

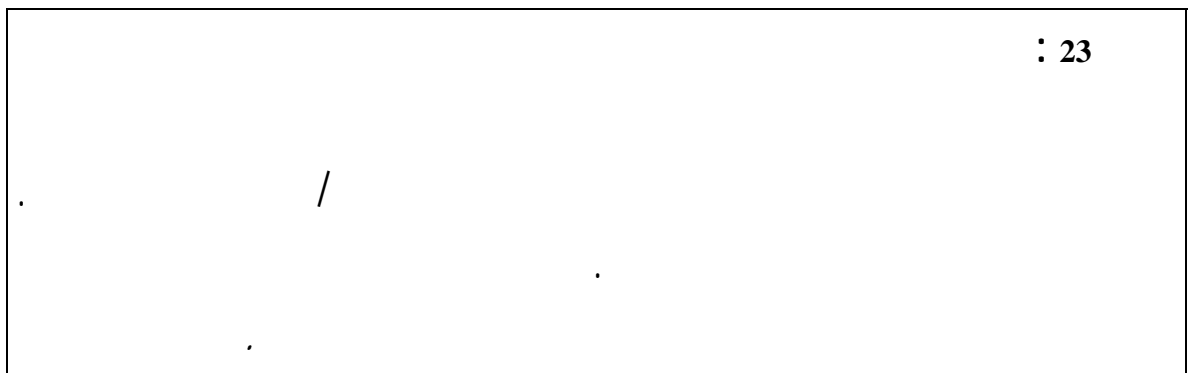
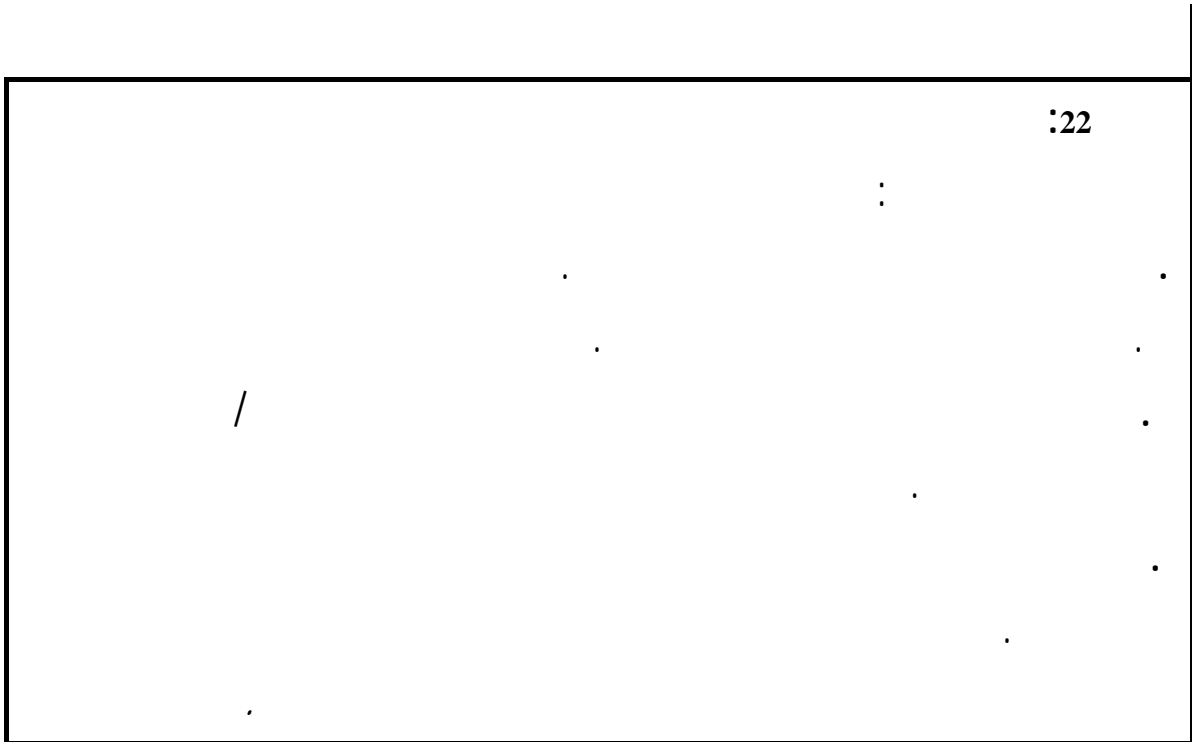


/

.2.4

.1.2.4

( )



( )

	" " " - "	" "	/	
		" "		
	" / " - " "	" "	.	
-	" " -			
		" "		
	" "	" "		
	" "	" "	.	
	" "	" "		
	" "	" "		

		" "		
		" "		
	" "	" "		
	" "	" "		
-			/	
	" "	" "		

/

.2.2.4

:

-

:

/

:

◆

:

-

-

-

-

-

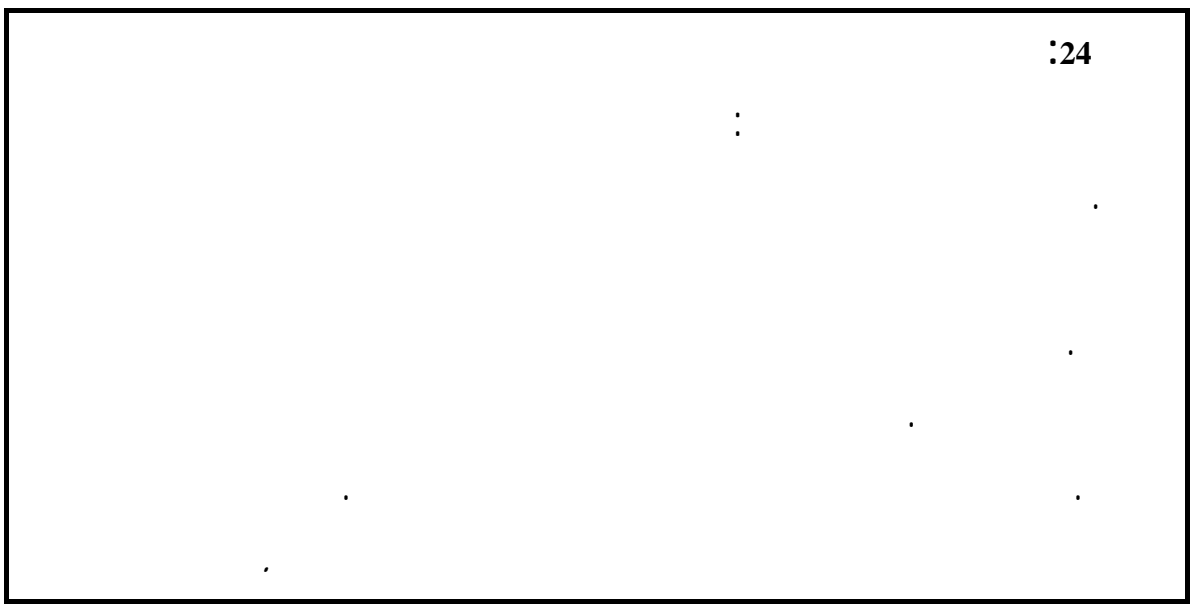
-

◆

.	-	-
.	-	-
.	-	/
		...

.  
 .  
 . /  
 .  
 .  
 .  
 .  
 .  
 .  
 .  
 .

:24





		-
∴		
.	/	-
.	/	-
.	/	-
.	/	-
.		-
		*
	∴	-
	∴	-
.		-
	/	( )
.		∴
.		-
	/	*
	∴	-
		.

: -

: -

1 :25

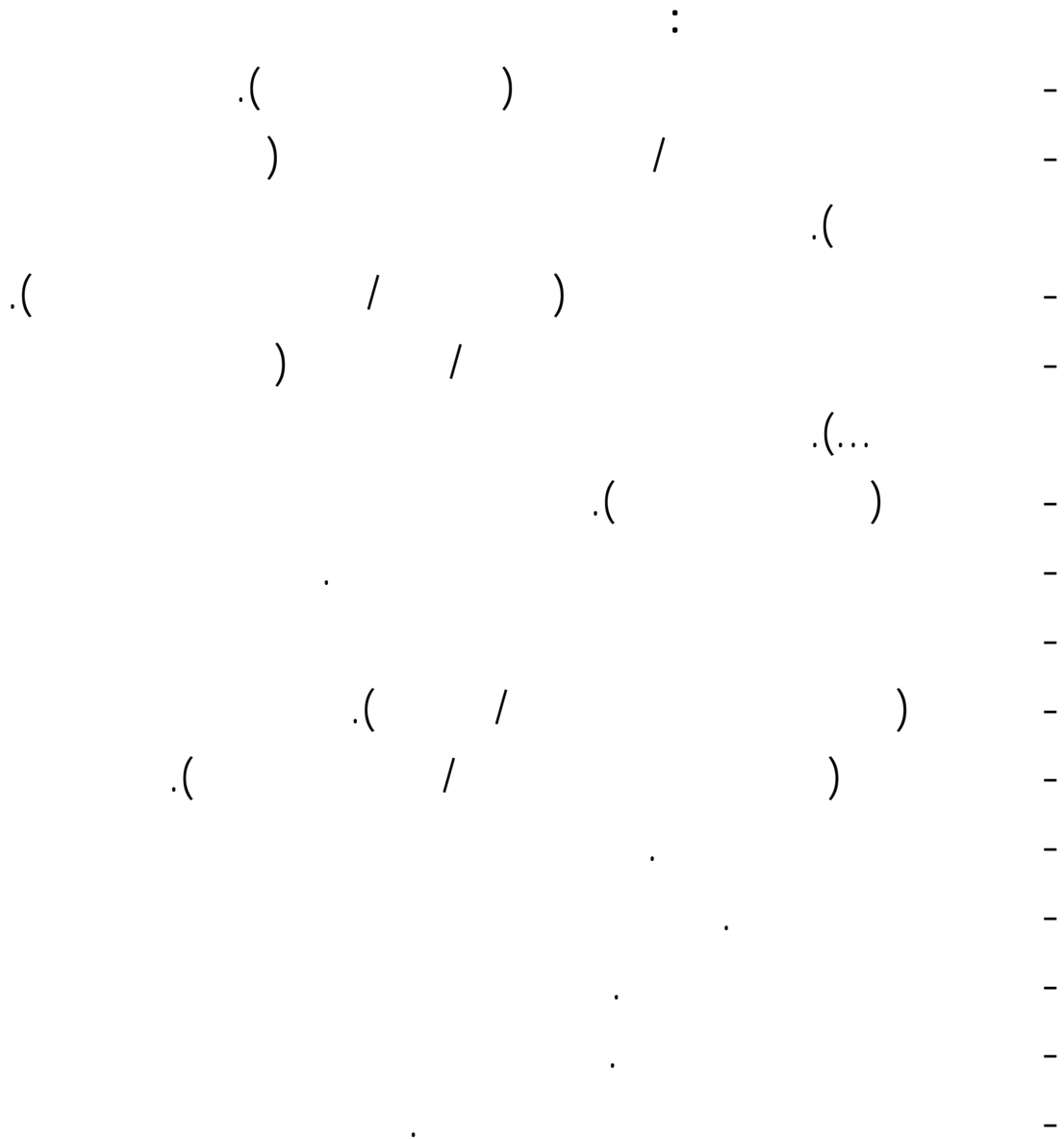
2 :26

: :27  
/

: 3.4



:28





-		-
-		-
		-
-		-
-		-
-		-
-		-
-		-
-	/	-
-		-
-		-
-		-
-		-
.		-
-		-
.		-

	-	-
	-	-
	-	-
	-	-
	-	-
	-	-
	.	.
	-	-
	.	.
	-	-
	-	-
	-	-

\*

:

:3	:2	:1
	:5	:4

.(%)

5 4 3 2 1	/ .1
5 4 3 2 1	. / .2
5 4 3 2 1	/ .3
5 4 3 2 1	/ 3 / .4
5 4 3 2 1	/ .5
5 4 3 2 1	. .6

5	4	3	2	1	.	3 .7
5	4	3	2	1		3 .8
5	4	3	2	1		.9
5	4	3	2	1		3 .10
5	4	3	2	1		.11
5	4	3	2	1		.12
5	4	3	2	1		.13
5	4	3	2	1	( )	.14
5	4	3	2	1	" "	.15
5	4	3	2	1		4 .16
5	4	3	2	1	.	3 .17
5	4	3	2	1	/	5 .18
5	4	3	2	1		.19
5	4	3	2	1	/	5 .20
5	4	3	2	1	( 10)	.22
					/	



<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		<b>.23</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		<b>.24</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		<b>.25</b>

Armstrong, T (1994) *Multiple intelligences in the classroom*. Alexandria (Va.): Association for Supervision and Curriculum Development.

Astolfi J.P. (1997) *Questions de vocabulaire: différencier, varier diversifier*. *Cahiers Pédagogiques* 3 (Oct – Nov.).

Cambourne, B. (1988) *The whole story: Natural learning and the acquisition of literacy in the classroom*. Ashton Scholastic.

Ezzaki, A (1998) *L'enseignement centré sur l'apprenant (e) : Manuel de formation*. Rabat : USAID/ TFD/ AM/DEAST.

Gardner, H. (1996) *L'intelligence et l'école: La pensée de l'enfant et les visées de l'enseignement*. Paris: Editions Retz.

Gardner, H. (1996) *Les intelligences multiples : Pour changer l'école*. Paris: Editions Retz.

Jones, E. and Nimmo, J. (2000) *Emergent curriculum*. Washington D.C: NAEYC.

Ministère de l'Education Nationale (1997) *La gestion des classes à niveaux multiples* : Manuel d'auto-formation. Rabat: MEN.

Numan, D. (1997) *The learner-centered curriculum*. Cambridge: Cambridge University Press.

Perrandeau, P. (1994) *Les cycles et la différenciation pédagogique*. Paris : Armand Colin.

Philippou, A (19995) *Guide pour classes à plusieurs niveaux*. Paris: Hachette.

De Vecchi, G (1992) *Aider les élèves à apprendre*. Paris: Hachette.