DISCUSSING ABOUT THE CONSTRUCTIVISM ITS HISTORY & FEATURES

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ABSTRACT

Educationists and the Education Commission have pushed for learner-centered, joyful education in the contemporary era, and for good reason. They advocate for students to be actively involved in the learning process and for students to be given the freedom to pursue their own interests. The constructivist approach to teaching is one such modern movement. In today's classrooms, an Active Learner Centered Environment is preferred over a Passive Learner Centered Environment. People hold the view that education should build on prior knowledge and experience rather than start from square one. Therefore, fresh data is being built right now. In India, for instance, it is recognized as a pedagogical strategy in both the 2005 and 2009 versions of the country's national curriculum frameworks. It has also been adopted by the state of Karnataka's education and teacher-training systems. Current educational systems are heavily influenced by both the constructivist method and technological advancements. On the other hand, technology is also used to expand human understanding. In this context, the traditional models of education no longer apply, and a new, learner-centered approach is needed. It analyzed the data through statistical methods like the mean, the standard deviation, the t-test, correlation, regression, and even some qualitative methods.

Keywords: - Education, Human, Curriculum, Student, Educationists.

I. INTRODUCTION

When it comes to preparing the next generation for their place in society, educators play a crucial role. It just so happens that a teacher is one of the most influential people in pointing out and advocating for necessary changes in the classroom. As issues get more intricate, so do students' and parents' expectations of their instructors. The ability to inspire students to seek out new information depends on the teacher's own commitment to lifelong learning and professional development. Therefore, it is crucial to invest heavily in the training of educators at all levels. Teacher education programs should be reviewed periodically to ensure that they provide teachers with the tools they need to play a catalytic role in the formation of future citizens. In many cases, formal curriculums are little more than laundry lists of subjects. The best selection and sequencing of topics is grounded on philosophical, logical, and psychological principles. The curriculum's content must be both suitable for the students for whom it is designed and relevant to the curriculum's overarching goals. Numerous studies have shown that instructors typically do not employ a wide range of possible methods of education.

According to, the vast majority of classroom time is spent on teacher speech, teacher questioning, and student seatwork. Curriculum managers may combat this by proposing novel and effective ways of instructing. Teachers are more willing to accept curriculum that create student passion because of the positive effects on student learning. There is more variety in the students in today's schools, and this diversity takes numerous forms. The most crucial is the variety of human capacities for learning. Having a welcoming environment in the classroom is crucial for instructing a wide range of student populations. Young individuals are more likely to utilize effective learning strategies and more capable of using strategies that build a broader set of learning abilities as the current techniques age. That is, individuals improve their awareness of when they need to learn something new in order to use a skill or approach that will help them learn more efficiently and accomplish a certain goal. According to lie bert, the most important criteria of the curriculum building assignment are to identify and justify what should be taught, to whom, under what principles of instruction, and how these may be connected.

II. CONCEPT OF CONSTRUCTIVISM

The world's educational systems are guided by the new learning theory known as constructivism. It incorporates the learner-centered education approach, which is in contrast to the teacher-centered classroom of yesteryear. It's a great way to get kids involved in the classroom and involved in the process of learning.

The Latin root of the English word "construction" is "construer," which meaning "to arrange or to give structure," and "constructive activity" (Narang, 2013). Therefore, the goals of constructivism might be summarized as follows: to structure, restructure, and organize thoughts so that meaning can be made. Knowledge is constructed under constructivism in two ways:

individually and collectively. Most of the time, pupils learn alone rather than in groups. Learning is seen as a social process that occurs as a consequence of people interacting with one another throughout their lives. Therefore, learning should focus on encouraging students to develop their own ideas, thoughts, and concepts via collaborative effort in a group or a given context.

III.   HISTORY OF CONSTRUCTIVISM

As a philosophical, psychological, and pedagogical theory, constructivism has been around for quite some time. GiambtistaVico is the pioneer of this school of thought. That "one can only know something if one can explain it" was a remark he made in 1710 (Bala&Tandon, 2009). In addition, he looked at "Human can understand only what they have themselves constructed" (Kumar & Gupta, 2009). Constructivism as a learning theory did not arise until much later, with significant help from prominent psychologists, philosophers, and technologists. It was a break from accepted educational theory that emphasized knowledge acquisition at the expense of knowledge creation. Piaget, John Dewey, Bruner, Vygotsky, Glasersfeld, and others all contributed to this paradigm change.

John Dewey, an American educational reformer, is credited with launching the progressive education reform movement. Through this, he emphasized that the third pole of education is experience in society. His stance has strong connections to constructivist teaching methods. He believes that pupils benefit from their prior knowledge while learning new concepts. "Children did not come to school as blank slates upon which teachers might write the lessons of civilization," he said. The subject of education, as described by Westbrook (2004), is "the question of taking hold of the child's activities and giving them direction." By the time the youngster joins the classroom, he has already been very active. Therefore, education bridges the gap between what a kid understands and what he or she is expected to learn in school. The context is reconstructed, and the learner's reality and self notions are rebuilt, as stated by Dewey. Learners undergo a metamorphosis, becoming novel individuals capable of engaging in further iterations of instability, problem-solving, and re-building. He defined this development as growth in the end. According to Cornelius-White and Harbaugh (2010), "it is the teacher's responsibility to present students with problematic practical situations that require students to confront prior understandings in order to solve problems." Dewey's project-based approach to education is another of his well recognized innovations. He explained it as doing something in the outdoors with a clear goal in mind. Learning by doing and learning by living are at the heart of this method's design.

IV.   FEATURES OF CONSTRUCTIVISM

❖ Features of Constructivist Teaching as Listed in NCF-2005

The Indian education system recognized the value of constructivism and incorporated it into its curriculum, much as other countries had done. The National Council of Teachers of English

(NCERT) took into account and promoted constructivism as a benchmark for high-quality instruction in state and central school curricula. The 'National Curriculum Framework-2005' includes an explanation of constructivism as a valuable teaching strategy. Here are some of the most important constructivist instructional methods, as outlined by NCF 2004.

- The Constructivist point of view states that students should be actively engaged in the learning process. 2. Students develop their knowledge by interaction with materials and experiences offered by instructors, with the aid of preexisting knowledge.

- The learning process moves forward when pupils structure and restructure their thoughts.

- By engaging in meaningful activities, students are better able to visualize relationships, namely the connection between causes and consequences.

- Knowledge building is a social process, too. Complex information is inherently placed in groups, and students need to work together in order to explore its meaning, share other perspectives, and alter their own perceptions of the world.

- Students' knowledge is built in two ways: individually and collectively (Pal, 2005).

V. CONCLUSION

In conclusion, constructivism is a highly influential theory in the field of education and psychology that emphasizes the active role of learners in constructing their own knowledge and understanding of the world. It posits that learning is a process of actively building meaning through interactions with the environment, social interactions, and personal experiences.

Constructivism recognizes the uniqueness of each learner and emphasizes the importance of context, prior knowledge, and individual perspectives in the learning process. It acknowledges that learners come to the educational setting with their own preconceptions, beliefs, and experiences, which shape their understanding and interpretation of new information.

This theory has significant implications for teaching and learning practices. Educators who embrace constructivism create student-centered learning environments that foster active engagement, critical thinking, problem-solving, and collaboration. They encourage students to construct their own knowledge through hands-on activities, inquiry-based approaches, and authentic real-world experiences.

Constructivism also highlights the vital role of social interactions in the learning process. Collaborative learning, group discussions, and peer interactions provide opportunities for students to negotiate meaning, exchange ideas, and construct knowledge together. By engaging

in dialogue and sharing perspectives, learners can develop a deeper understanding of concepts and refine their thinking.

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