

## ROLE AND NEEDS OF CONSTRUCTIVISM ON EDUCATION

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**Paper Received On:** 21 FEB 2022

**Peer Reviewed On:** 28 FEB 2022

**Published On:** 1 MAR 2022



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### **Introduction:**

#### **Role of Constructivism in Education**

Constructivism is an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experience of the learner. The current interest in constructivism in education follows an almost religious dedication to behaviorist pedagogy by administrators and education psychologists in the United States (Duit & Treagust, 1998; Jenkins 2000). Behaviorism in primary and secondary school placed responsibility for learning directly on the shoulders of teachers and educationists.

Constructivism's success may be due in part to the frustrations that educators experienced with behaviorist educational practices. Constructivism has been welcomed as a theory of knowing that more fully explains the complexity of the teaching-learning process. After many years of implementation fell short of producing positive effects and results within the complex of the classroom.

**Key Words:** constructivism, Role, Needs, Education Behaviorism of School Education.

### **Introduction:**

Constructivism is a theory that posits that humans are meaning makers in their lives and essentially construct their own realities. Social Constructivism and educational Constructivism (including theories of learning and pedagogy) have had the greatest impact on instruction and curriculum design because they seem to be the most conducive to integration into current

educational approaches. The meaning of Constructivism Varies according to one's perspective and position within educational Contexts there are philosophical meanings of Constructivism, as well as personal Constructivism as described by Piaget (1967), Social Constructivism outlined by Vygotsky (1978), radical constructivism advocated by von Glasersfeld (1995), constructivist epistemologies and educational constructivism (Methews, 1995).

### **Defining Constructivism of Education**

“One of the common Threads of constructivism that runs across all these definitions is the idea that development of understanding requires the learner actively engage in meaning-making. Thus, constructivists shift these focus from knowledge as product to knowing as process”. Constructivism is no a theory about teaching it is theory about knowledge and learning. The theory defines knowledge as temporary, development, socially and culturally mediated, and thus, nonobjective. (Books & Brooks, 1973, p.vii). “The human mind can know only that what the human mind has made” (Von Glasersfeld, 1995, p. 21). Nodding (1990) maintains that constructivism also emerged from the work of Neisser (act psychology), and Chomsky, innate linguistic structures of minds).

“An active knowing mechanism that knows through continued construction” (Noddings- 1990, P-9) for Piaget, knowledge constructions take place when new knowledge is actively assimilated and accommodated into exiting knowledge. According to Tobin Tippons (1993), constructivism is a form of realism where reality can only be known in a personal and subjective way.

### **Education constructivism’s perspectives**

Constructivism is based on the ideal that people actively construct or make their own knowledge and that reality is determined by your experience as a learner. Teacher can design instruction that goes beyond repeating learning to meaningful learning that is more likely to lead to deeper, longer and lasting understanding.

### **The role and importance of English or any other language in knowledge construction.**

English language and other language form the foundation of an individual’s conceptual ecology as well as the means of conceptual growth. The role of languages in knowledge construction is very important for the development of students and teachers. Teaching strategies toward the use of language as a tool in student’s meaningmaking processes. A child’s speech is as important as the role of action in attaining the goal.

According to Vygotsky, language serves as a psychological tool that causes a fundamental change in mental functions. Signaling, significative, social, individual, communicative, intellectual, nominative and indicate are all functions of spoken language according to Vygotsky (Wertsch, 1985), Vygotsky (1978), believed that speech served not only as a way for children to communicate about their actions, but also served to direct active learning.

**Constructivism in Educational Practices of School Education** Social constructivist applications are commonly found in schools through the wide spread use of cooperative teaching strategies such as: Teams, Games, Tournament, Students teams Achievement, Number Heads Together and peer-peer Tutoring (e.g.- slevin, 1980; 1990). This statement reflects the constructivists values of small group work, cooperative development of ideas, and the role of written and spoken language in learning.

#### **Social Constructivism as a role and needs of Education.**

For social constructivists, the process of knowing has at its root's social interaction (Von Glosersfeld, 1992). That is an individual's knowledge of the world is bound to personal experience and is mediated through interaction (language) with others (Von Glosersfeld, 1989). Thus learning from a social constructivist perspective is an active process involving others.

#### **Conclusion**

The constructivist focusses on the social context and larger community of learners i.e., Students are secondary and higher education have resulted in a major shift way for individually-based instruction to instruction that incorporates teaching within the larger community of peers, younger students as well as those who are older. This legacy of constructivism will likely prove to be a lasting and meaningful shift in the structure of schooling.

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