

Role and needs of Constructivism on Education

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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 educational psychologists in the United States (Duit & Treagust, 1998; Jekins 2000). Behaviorism in Primary and secondary schools placed responsibility for learning directly on the shoulders of teachers and educationists. Constructivism 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 with 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

I. INTRODUCTION

Constructivism is a theory that posits 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 (Mathews, 1998).

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 a product to knowing as a process.

Constructivism is not a theory about teaching it is theory about knowledge and learning. The theory defines knowledge as temporary, developmental, socially and culturally mediated. and thus, non objective. (Brooks & Brooks, 1993.P. vii). "The human mind can know only that what the human mind has made." (Von Glaser, Sfeld, 1993, P 21). Nodding (1990) maintains that constructivism also emerged from the work of Neisser (act psychology) and Chomsky (innate linguistic structures of mind).

"An active knowing mechanism that knows through continued construction" (Noddings 1990, P-9) for Piaget, Knowledge constructions takes place when new knowledge is actively assimilated and accommodated into existing knowledge.

According to Poben and 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 idea that people actively construct or make their own knowledge and that reality is determined by your experiences 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 languages 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 meaning-making 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, Significant, 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 student teams achievement, numbered heads together and peer-peer Tutoring (e.g. Slavin, 1980; 1990). This statement reflects the constructivist 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 roots social interaction (Von Glasersfeld, 1992). That is an individual's knowledge of the world is bound to personal experiences and is mediated through interaction (language) with others (Von Glasersfeld, 1989). Thus learning from a social constructivist perspective is an active process involving others.

Vygotsky's work has formed the foundation of social constructivism in educational settings. Vygotsky argues that language is first interpersonal, between the child the external world and then becomes intrapersonal.

II. CONCLUSION

The constructivist focus on the Social context and larger community of learners i.e. students of secondary and higher education have resulted in a major shift away 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 at schooling.

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