SIGNIFICANCE OF CONSTRUCTIVISM APPROACH FOR TEACHER-STUDENTS INTERACTIONS: A STUDY

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Abstract

'Gandhi wished for every child to be able to sustain themselves through their basic education by learning a craft or occupational skill for livelihood.' Education is the continuous process basically focuses on facilitating learning, acquisition of knowledge, various skills, values, beliefs, habits, and personal development of all. The present conceptual paper emphasises on the Constructivism concept, importance and strategies of adopting constructivism in the teaching and learning process. Now a days our current education system emphasizes on students centric Teaching-Learning process. The conventional teacher centric teaching learning process emphasizing on memorization is usually adopted across length and breadth of Indian schools. Present paper sketches the need to redefine education to include more creative thinking by adopting constructivist pedagogy. The paper also proposes the important aspects such as various strategies and need based learning in teacher-students interaction for adoption of constructivism approach in the classrooms, besides this it also outlines the learning strategies and learning design required for successful implementation of constructivism in teaching learning process.

Keywords: Constructivism approach, Teacher-Students Interactions.

Introduction:

Education is a never-ending process that is extremely important for both imparting knowledge to others and absorbing knowledge from numerous sources. Education is about improving knowledge and developing literacy skills. Additionally, it means that education supports people in thinking critically about what they have learned and how to apply it to real-world problems. Teachers now teach students how to find and use information in this process. To figure out how to improve education, research is necessary. Education needs exploration to find out how to make it better.

According to Gandhi, Education is the consummation of the stylish in man- body, soul and spirit. Education involves the process of the development and literacy of the child on multiple confines, eased by the schoolteacher, who's guided by a class. Effective education is a process where the schoolteacher, children and the seminaries involved

and shared laboriously. still our present education system emphasizes on preparing scholars for tests and do n't foster deep literacy and is in the midst of a extremity of quality- starting from primary seminaries to universities, the dominant view is that our scholars aren't learning as much as they immaculately should and what's further worrisome is that rote literacy and memorization seems to be the dominant mode at all situations. Traditional tutoring approach(lecture system) generally espoused by preceptors in Indian seminaries involves content of the environment and rote memorization on the part of the scholars and doesn't involve scholars in creative thinking and participation in the creative part of conditioning.
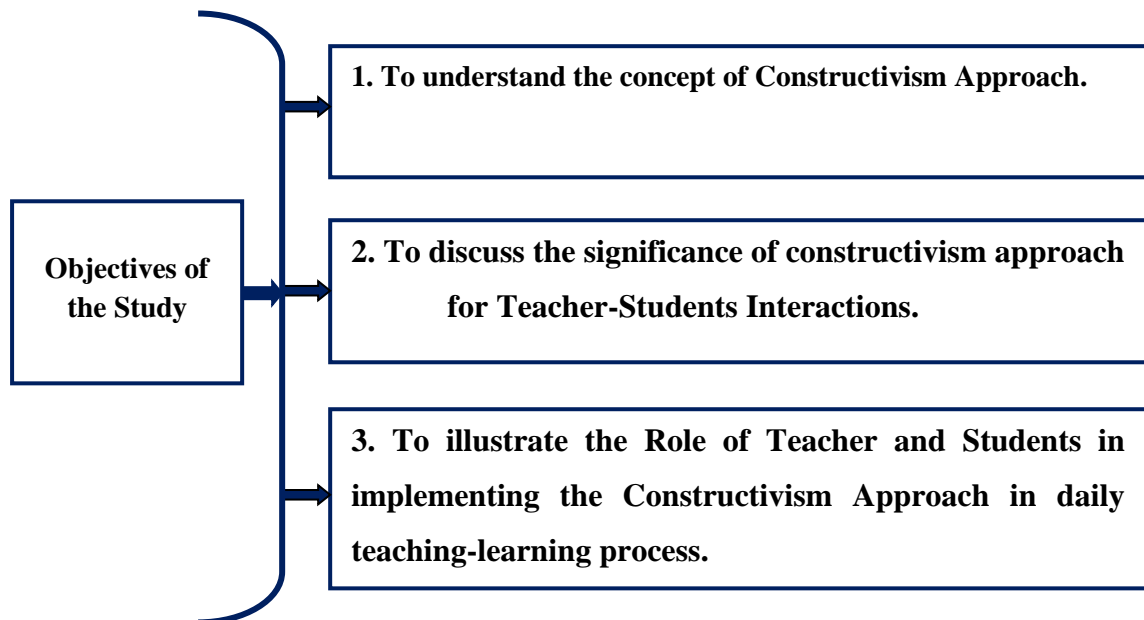
NCF 2005 and Constructivism:

The new forthcoming trends in education changed the present script and espoused the constructivist approach which is moral and more focused on innovative conditioning and knowledge accession and thus, the academic results of the scholars of constructivist classrooms are better than traditional classrooms. It was set up that constructivist instructed scholars had advanced scores than the scholars who were exposed to conventional system of tutoring. The problem lies in the literacy terrain in a traditional classroom, the classroom terrain is schoolteacher centered which makes literacy process boring for lower competent scholars. Student's attention wanes constantly and they aren't suitable to retain the information for long time- period and are frequently caught daydreaming, talking and bothering other scholars. The individual differences being between learners, their background knowledge and literacy styles are frequently ignored in the conventional classrooms. Present educational system provides a unique and standardized tutoring material to all learners which tend to profit to those whose literacy style and background knowledge fits well with the tutoring material. However, literacy becomes easier and further natural, results ameliorate and learning time is reduced, If the tutoring style nearly matches the scholars favored style of acquiring knowledge. In many words, traditional tutoring material and strategies generally tend to profit some scholars further than others.

National Curriculum Framework (NCF2005), also suggests espousing critical pedagogy because scholars aren't just youthful people for whom grown-ups should concoct results. They're critical spectators of their own conditions and requirements and should be actors in discussion and problem- working related to their education and

unborn openings. Critical pedagogy provides an occasion to reflect critically on issues in terms of their political, social, profitable and moral aspects.

Researcher finalized the objectives for the present Research as per the Research title. Following are the Objectives-

Objectives of the Study	**1. To understand the concept of Constructivism Approach.**
	2. To discuss the significance of constructivism approach for Teacher-Students Interactions.
	3. To illustrate the Role of Teacher and Students in implementing the Constructivism Approach in daily teaching-learning process.

Concept of Constructivism:

Constructivism Approach is the process that says learners creates and develop the construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge.

"Constructivists allege that it is we who constitute or construct, on the basis of our theorizing or experience, the allegedly unobservable items postulated in our theories."

"The central principles of this approach are that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge".

Constructivism Strategy for Enhancing Teacher-Students Interactions:

✓ The improvement in learning outcomes is possible by shifting the focus of teaching learning process on concept development and deep understanding. Till now, most of the focus has been to ensure access to education.

- ✓ Therefore, a question arises on the philosophical underpinnings of the long dominant pretest-teach-post teach model of education. Despite completing all their tests, too many students simply are not learning.

- ✓ There arises a need to adopt a new pedagogy which encourages the learner to construct a sense of her own self, the development of her autonomy, alongside her progress within the group for interpersonal growth.

- ✓ Pedagogy is a vehicle of articulating learning goals and identifying the forms of activities that promote development toward those goals.

- ✓ Constructivist pedagogy is one such approach where activities are proposed to students that are meaningful for them and the learner reflects, searches, uses her capacity for taking initiatives and for being creative.

- ✓ Constructivist pedagogy in which activity supplements lecture, learners are provided opportunities to construct their own understanding on the basis of an interaction between what they already know.

- ✓ The need for constructivist approach arises when behaviorism fall short of producing positive effects within the complex context of the classroom and left teachers feeling shortchanged and cheated by a system that placed the guilt for students' failure to learn in their hands.

- ✓ Following the legacy of behaviorism, constructivism has been welcomed as a theory of knowing that more fully explains the complexity of the teaching-learning process.

Significance of Constructivism and Teacher-Students Interactions:

The present conceptual paper concentrates on providing an alternative pedagogy based on the principles of constructivism theory given by Piaget, Vygotsky and other theoreticians including psychologists and sociologists. If we accept constructivist theory, then we have to give up platonic and all subsequent realistic views of epistemology. We have to recognize that there is no such thing as knowledge "out there", independent of the knower but only knowledge we construct for ourselves as we learn is the true knowledge. If we believe that knowledge consists of learning about the real world "out there", then the power of organizing and presenting the knowledge is passed on to the teacher who ultimately passes this on to the learner. In the process of disseminating knowledge to learners the teacher may use activities and opportunities to

experiment but here the teacher is helping the learner to understand the world but don't ask the learner to construct his/her own world.

- ✓ The understanding of the difference between the world "out there" and the students own world helps a teacher to decide the type of pedagogy he will follow to create a constructivist classroom.

- ✓ When the teacher structures situations for his/her students then she is restricting the learners to carry out their own mental actions. These two worlds, the world "out there" and "own world" puts the teacher in a dilemma of presenting the knowledge or to help students to construct their own knowledge.

- ✓ Teacher opting for the second option intensifies her problem because the curriculum designed by the experts, classrooms environment created and followed in a school, instructional design adopted by a teacher and learning habits of the students' needs a major redesigning by the teacher.

- ✓ The theories of learning, strategies of teaching and learning and the pedagogies are the guiding principles in framing an instructional design. The instructional design following constructivist ideology avoids directing a pupil towards a solution to the problem rather it encourages self-conceptualization of the solution.

- ✓ There is a need to develop a learning design using constructivist learning strategies which follows the principles of social constructivism and also aims at developing social and emotional skills in students by using social constructivism in classrooms. Elias et al. defined SEL as the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively.

- ✓ The proximal goals of SEL programs are to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Constructivist Teacher-Students Interactions:

The constructivist learning approach can be developed using principles of social constructivism to improve academic achievement, high order thinking skills and social and emotional skills of the students. The constructivist environment in a classroom can be created by adopting the following:

Constructivist Teacher-Students Interactions
Constructivist Teacher-Students Interactions
Experience in and appreciation for multiple perspectives
Provide social and emotional learning
Constructivist Teacher-Students Interactions
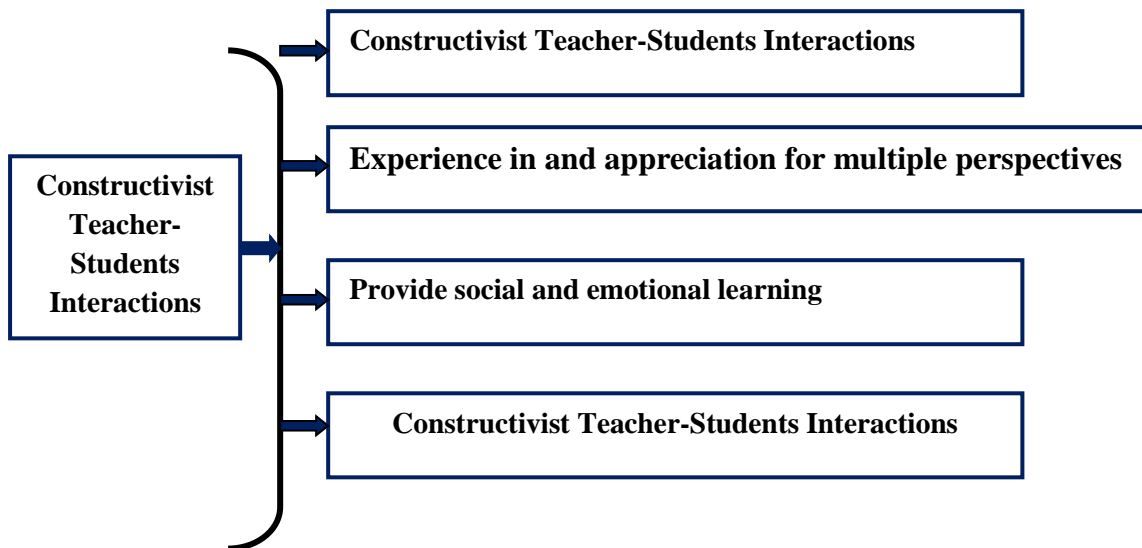
1. Provide experience with the knowledge construction process

The teacher presents a topic to the learners and guides them to explore the topic through experimentation. The learners are encouraged to frame a research question and teacher helps them to answer the research question framed by them through scaffolding.

2. Experience in and appreciation for multiple perspectives

All learners are distinct from each other in their way of thinking and so the need arises to look at a problem from multiple perspectives and provide the opportunities to learners to experiment and discuss their alternative ways of thinking. Here, the students are encouraged to work in groups. Finally, all the groups can share their opinions on the topic with each other.

3. Provide social and emotional learning

The social and emotional aspects of learning will be taught to the students in an integrated manner. The five aspects of social and emotional learning which could be covered in the teaching are as follows: self-awareness, managing feelings, motivation, empathy and social skills.

4. Use multiple modes of representation

The multiple modes of representation also assist the goal of experiencing multiple perspectives. Use of multiple media to enrich the learning environment provides the learners to view the topic being discussed in the class from multiple dimensions.

The teacher should prepare a list of media available and supporting the topic. The teacher should also decide the use of media in supporting the authentic nature of the task.

A combination of the following learning strategies can be used by the teachers to create constructivist learning environment

• Use of multimedia/teaching aids

• Scaffolding

• Case studies

• Role playing

• Story telling

• Group discussions/Group activities (reciprocal Learning).

• Probing questions

• Project based learning

• Use of learning strategies for social and emotional learning of students.

The teacher can follow the under mentioned learning design while conducting group work or in general

Situation: A situation will be presented to the students to work upon.

Bridge: The teacher tries to know the existing knowledge level of the students and tries to find out the gap in the existing level and the level where they should reach at the end of discussion. This is carried out with the help of suitable questions and activities.

Grouping: The students are then divided into groups to explore the problem presented in their own perspective. Here the students of varying perspectives will be included in a group.

Questions: The teacher may adopt the strategy of probing questions to assist them move towards their goal.

Exhibit: The students are expected to exhibit or explain their understandings regarding the topic to other students.

Reflections: Students present their reflections on the entire process of building understanding of the topic.

Constructivist Classroom and Role of Teacher:

The role of the teacher in the constructivist classroom is to help students to build their knowledge and to control the existence of students during the learning process in the classroom. Further, the pedagogical goals determined to construct a constructivist learning environment are as follows:

• Provide learning experience with the knowledge construction process.

• Provide learning experience in and appreciation for multiple perspectives.

• Embed learning in realistic and relevant contexts.

• Encourage ownership and voice in the learning process.

• Embed learning in social experience.

• Encourage the use of multiple modes of representation.

• Encourage self-awareness of the knowledge construction process.

A constructivist classroom is one in which students are given opportunities to learn through their experiences and develop deeper understanding than they would if they were simply taught the information.

Conclusion:

The education needs to be shifted from placing content in scholars' centric knowledge structure. tutoring- Learning focus of studying could be turned from filling one's mind to producing knowledge products, scholars would not need to concentrate on memorization and cramming for examinations. New knowledge products could be in form of essays, term papers, design reports, exploration papers, vids, bills, slides, portfolios, or whatever products that scholars might produce. In using constructivism approach in the classroom instruction there's a need of integration of formal, theoretical, virtually and tone- regulative knowledge. Still, in a traditional type of class these different types of knowledge have been treated independently. The aspect of assessment cannot be left untouched while talking of constructivism as constructivist literacy requires an entirely different approach to assessment, an approach that's qualitative in nature. The emphasis is on scholars' literacy Process (SLP) and on their meaning making as much as on the final product for individual development.

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