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## ROLE OF CONSTRUCTIVISM IN CLASS ROOM LEARNING



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### ABSTRACT

This study is an attempt to discuss the Constructivism and class room learning. People learn naturally neuroscience supports this form of active learning. Education must provide for exploration thinking and reflection, Interaction with the environment is necessary for learning also. Learning process of experiential learning through real life experience help to construct new knowledge is called construction of new ideas. Constructivism stress the importance of mechanisms for mutual planning diagnosis of learner needs and interest co-operative learning climate sequential activities for

achieving the objectives formulation of learning objectives based on the diagnosed needs and interests.

**KEYWORDS:** *Concrete experience, observation, reflection and formation of ideas.*

### INTRODUCTION

In the learner mind the student is an observer, participants who actively generate and transform the patterns through which they construct the realities that fit them. The education is a natural process spontaneously carried out by the student individual and is acquired not by listening to words but by experiences in the class room. Concrete experience is also part of learning process. The expectation within a constructivist learning environment is that the students plays a more active role in, and accepts more responsibility for their own learning. Social constructivism learners view learning as an active process where learners should learn to discover principle concepts and facts for themselves hence the importance of encouraging guesswork and intuitive thinking in learners. Constructivism stress the importance of mechanisms for mutual planning diagnosis of learner needs and interest co-operative learning climate sequential activities for achieving the objectives formulation of learning objectives based on the diagonalised needs and interests. Discussion A theory of knowledge with roots in Philosophy, Psychology and cybernetics simply stated, it is a learning process which allows a student to experience. Neuroscience now supports this form of active learning

as the way people naturally learn educate must provide for exploration thinking and reflection and that interaction with the environment is necessary for learning process of experimental learning through real life experience to construct and to conditionalize knowledge which is consistent with the constructivists. The learner is self directed and innovates; the purpose in education is to become creative and innovative through analysis, conceptualizations and synthesis of prior experience to create new knowledge. Constructivism is helping the learner synthesis prior ones and creates new ones.

### OBJECTIVES OF THE STUDY

1. Constructivism provides multiple representations in learning.
2. Knowledge construction inserted to knowledge reproduction is the out come of constructivism
3. Thought full reflection on experience of cognitive domains.
4. Enable context and content dependent knowledge construction.
5. Constructivism helps to develop the needs, learning climate, sequential activities in order to achieve learning objectives.

### ROLE OF CONSTRUCTIVISM:

For the Constructivism the brain organ level, brain spinal cord peripheral nerves and eyes neural system levels eyes and visual brain regions, molecular level synaptic level, cellular level, single neuron, circuit level, local neural circuit, brain visual cortex helps to play a important role in the thinking , knowing , knowledging understanding. Constructivism helps the mental structure, represents, Representing in learning, to structures learners knowledge assumptions, interpreting, processing information. Lobes are also helps the Constructivism activity in each every human minds. That is also in the same way of learners also. In the functions of frontal lobe helps in problem solving, attention. Creative through, some eyes movements, muscle movement, emotion , judgment reflection , creative thought, the temporal lobes helps in the functions of auditory memories, some hearings ,some vision path ways refer other memories, behavior, emotions, identify speech, language, perception, recognition of auditory stimuli .in this way these lobes supports constructivism activity.

### CULTURE OF THE LEARNER

To encourage the learner to arrive the version of the truth by the encouragement of socio culturalism, The learner interact with other learner this will help to develop their thinking abilities, The learner's background and culture help him to shape the knowledge,

### Teaching responsibility of a teacher

The teacher involves the students (or) learners in the group discussion, she motivate them and control their discussion, Students share their views, ideas, they learn effective manner, in the discussion each and every learners use their constructive skill. Motivations in learning helps the learner's learning confidence some times challenging task are also make the learners to make successful in learning. Learning makes the learner as an effective thinker, Active process is also learners activity it leads to them discover principles, concepts and facts in the learning activity

Some times Constructivism stress the importance of mechanisms for mutual planning, diagnosis of learner needs and interest, co operative learning climate, sequential activities for achieving the objectives formulation of learning objectives based on the diagnosed needs and interests. The constructivism in teaching and learning makes the learning by doing it develops the

learner to develop creative mind. Cognitive domains help the learner's constructive mind. In the way of knowledge, recall data or information. Comprehension understand the meaning transaction, interpolation and interpretation of instructions, Applications use concepts in a new situation or unprompted use of an abstraction. Analysis separates material or concepts in to component parts so that its organizational structure may be understood.

### CONSTRUCTIVIST CLASS ROOM LEARNING

#### Constructed

Students come to learning situations with already formulated knowledge ideas and understandings students will integrate new experiences and interpretations to construct their own personal meaning with this previous knowledge.

#### Active

The student creates new understanding for him/her. The teacher guides knowledge but allows the students to experiment, manipulate objects, ask questions and try things that don't work. Students also help their own goals and means of assessment.

#### Reflective

Teachers should create opportunities for students to question and reflect on their own learning process either privately or in group discussions. The teacher should also create activities that lead the student to reflect on his or her prior knowledge and experiences.

#### Collaborative

The constructivist class room relies heavily on collaboration among students because students learn about learning not only from themselves but also from their peers when students together review and reflect on their learning processes they can pick up strategies and methods from one another

#### Inquiry or Problem Based

The main activity in a constructivist classroom is solving problem. Students use inquiry methods to ask questions investigate a topic and use a variety of resources to find solutions and answers.

#### Evolving

Students have knowledge that they may later see as incorrect or insufficient to explain new experiences as students explore a topic or problem. They draw conclusions and modify them to support new knowledge or experiences

#### Synthesis

Put parts together to form a whole with emphasis on creating a new meaning or structure.

#### Evaluation

Make judgments about the value of ideas or materials.

### CONCLUSION

Constructivism helps the learner's cognitive domains in learning, personal relevance of the content involvement of the learners in the process and deeper understanding of underlying concepts.

Learning environment provide multiple representation Constructivist environment emphasize knowledge construction inserted to knowledge reproduction It encourage thoughtful reflection on experience Enable context and content dependent knowledge construction. It helps to diagnose the needs and interests of learner.

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