

THE EVOLUTION OF THE CONCEPT OF CONSTRUCTIVISM IN THE TEACHING AND LEARNING PROCESS

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Abstract. This article rely on the principles of constructivism and various consequences of constructivism in education and learning was embraced. The research, thus, determined that educator must contemplate their methods to incorporate these concepts into their efforts and that constructivist educators must consider their methods to implement these concepts in their roles and that Constructivist educators motivate learners to consistently evaluate how the task aids in their understanding.

Keywords: learner-centered instruction, traditional teaching methods, English language teaching, meaning-making, prior knowledge, active learning, cognitive development, assimilation and accommodation.

The constructivist teaching method is based on constructivist learning theory, which sees learning as an active act of creating meaning instead of a passive absorption of information. Key philosophers who shaped this viewpoint include John Dewey and Jean Piaget, both of whom had a considerable impact on educational theories and child development. [6,p1047]Dewey highlighted that education must be tightly linked to real-life experiences and should encourage reflective thought, exploration, and cognitive development. Piaget contended that knowledge evolves gradually through engagement with the surroundings, starting in early childhood and persisting throughout life. Their concepts subsequently became key to the wider movement of progressive education. [6, p1048]

In contemporary society, education and science are crucial in determining the future of communities. Scientific advancement uncovers the principles of nature and predicts forthcoming trends while also serving as a significant driver for societal development. In Uzbekistan, the Academy of Sciences conducts significant research across various disciplines, such as nuclear physics, astrophysics, biology, microbiology, chemistry, and seismology. Consequently, investing in education and science is not just a monetary pledge, but a tactical input toward building an intellectually sophisticated society. [1,p425] Consequently, it's vital to assist researchers, teachers, and cultural leaders whose work aids in the advancement of science, education, and spirituality. In this wider educational setting, the significance of the English language has grown more pronounced. English is commonly seen as a universal language for communication, education, and gaining knowledge. It promotes interaction among individuals and institutions, offering learners chances for academic, professional, and social growth. Considering this significance, instructing English across various tiers of the education system demands creative teaching methods that can turn students from passive receivers into engaged contributors in the learning experience. [7,p 18] Nonetheless, traditional teaching approaches have persisted as the primary methods in numerous educational environments, especially at the secondary and senior secondary stages. These approaches are typically focused on the teacher and depend significantly on direct instruction, rote learning, and the delivery of pre-formed information. In these classrooms, students frequently take on a passive position, as the teacher manages the information flow with conventional "chalk-and-talk" teaching methods. This concern is particularly significant in the area of foreign language teaching. Traditionally, various teaching techniques, such as the grammar-translation approach and the direct method, have been implemented in language education. Although these methods hold historical importance, they frequently do not guarantee significant and efficient language acquisition. In nations like Uzbekistan, where conventional methods continue to significantly shape classroom practices, several enduring issues can be seen in foreign language instruction. [10,p19] Learners might memorize words without being capable of using them in sentences, study intricate grammar

rules without improving speaking or listening skills, and continue to be inactive participants in their education. As a result, numerous students slowly become unmotivated and foster a negative view of foreign language lessons. [10,p18]

In this regard, the constructivist perspective provides a notable alternative to previous techniques. In contrast to conventional grammar-focused methods, constructivist language instruction prioritizes learners' needs, interests, styles, and objectives over memorizing rules. It promotes a student-centered curriculum that encourages learners to engage actively in the educational process. In this framework, teaching methods are chosen not only to convey information but also to assist learners in developing understanding, addressing challenges, engaging in meaningful interactions, and assuming greater responsibility for their own education. In a broader sense, constructivism can be seen as a knowledge and learning theory that arose from various fields such as philosophy, psychology, and science. The core concept is that people create meaning based on their experiences instead of merely uncovering an objective truth that exists externally and is unchanging. From this perspective, knowledge is not separate from the knower; instead, it is formed through interpretation, experience, and mental interaction with the world. This epistemological stance differentiates constructivism from conventional objectivist educational models. [4,p229]

Experience is central to constructivist theory. Knowledge is viewed not as an abstract concept separate from life, but as something integrated into the learner's engagement with the actual world. As a result, instruction and education ought to be tied to genuine, relevant, and practical situations. Consequently, the classroom should not serve as an area where only the teacher speaks while students simply listen. Rather, it ought to turn into an interactive setting where students pose inquiries, share thoughts, think critically, and build comprehension together. [8,p227]

Constructivism similarly characterizes learning as an active cognitive process where individuals generate meaning. Knowledge cannot merely be transmitted from the teacher to the students; instead, it needs to be constructed by the learners individually through active intellectual involvement. This viewpoint relies significantly on the developmental

theories proposed by Piaget and subsequent researchers like Kelly and Twomey Fosnot. Fosnot outlines key tenets of constructivist learning: initially, prior knowledge shapes learning; subsequently, new concepts arise as learners adjust and rearrange previous understandings; thirdly, learning consists of creating and reshaping ideas instead of merely gathering separate facts; and lastly, significant learning occurs when learners reflect on earlier beliefs and reconcile discrepancies between existing and new insights. [5,p67]

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