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### A CONSTRUCTIVIST VIEW ON TEACHING AND LEARNING IN PRESENT SCENARIO

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#### ABSTRACT

*The present age is an information age and information society & ICT is an essential tool to access knowledge. Strengthening ICT skills and integration of ICT in teaching and learning environment is of much more importance to teachers in creating new society. LPG has broadened the educational scenario by facilitating the individuals in becoming lifelong learners and stimulating the shift towards collaborative inquiry with experts and peers all over the world.*



**KEYWORDS:** *information age and information society & ICT , stimulating.*

#### INTRODUCTION

The use of internet, social media and mobile communication is becoming common these days among students; teachers need to find pedagogical approaches to integrate these technologies for academic purposes. It is important to highlight the importance and relevance of learning theories in the light of emerging technologies.

The objectives of present paper is to provide overview of how constructivism can be integrated in teaching and learning.

Constructivist Theory: Behaviourists learning models may be helpful in understanding and influencing what students do, but teachers usually want to know about the thought process which the students are undergoing and want to enhance their thought processes. For this aspect of teaching, constructivism plays important role. The learning is adaptive as it integrates new knowledge with the existing knowledge and allows for generation of innovative idea or work; it involves more of exploration and discovery. Constructivist models of learning differ among themselves and one of the most important differences is about how much the model focuses on learners as independent individuals, compared to the social links between an individual and people who may be more expert and who can help the individual to learn.

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**CONSTRUCTIVISM - PRESENT DAY CLASSROOM SITUATION :**

There is lot of variety in present day classrooms representing composition of diverse cultural backgrounds and individuals possessing different strengths, the instructors' role is to customize the content on the basis of individual strengths to facilitate the learning process. This is the same with the concept of constructivism. Learners' expectations continue to change in the response to the changes in the environment. One major change is wider use of internet and social networking sites. In order to stimulate the learner towards maximum learning achievement, the instructor must shift from what has been to what is upcoming. The instructor and the learner are jointly constructing the learning content and process

**Constructivist Classroom:** Knowledge is constructed either individually based on what student brings through prior experience or collaboratively by what participants contribute. It is student centred where the focus is on students' learning rather than teachers' teaching. It is democratic in nature as far as sharing of responsibility and decision making is concerned. It involves curriculum negotiation which means intentionally planning to invite students to contribute, and to modify, the educational program. Role of teacher is that of the facilitator or guide not of a director, stimulator of learner's exploration. Student is an active thinker, active co-creator of knowledge with others rather than a passive. With the development of a constructivist philosophy, a teacher of any development of a constructivist philosophy. A teacher of any discipline is able to create a classroom environment within which students are able to become autonomous learners.

**Constructivist Approaches Teachers Role :** To provide composite learning situations related to real world where multiple solutions are possible. For example in teaching of sciences, the emphasis should be discovery learning by providing appropriate feedback and guidance as students construct interpretations of various phenomena. To develop students' abilities to work collaboratively. To use multiple representations of subject matter using analogies and examples. Develop ownership of learning among students by jointly constructing the knowledge. The ICT have to be integrated efficiently to support the learning process. In the developing countries, there is still a lot of knowledge gap in the use of technology to support the learning process.

**Constructivism And Instructional Models:** Specific instructional approaches to education that are based on constructivism include Cooperative learning which is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group. Jigsaw, reciprocal questioning, learning together are the strategies that support both cognitive and social learning. Inquiry based learning begins when the teacher presents a puzzling question. The students then formulate hypotheses to explain the event, collect the relevant data to test the hypotheses and draw conclusions.

Problem based learning may follow the same procedure as inquiry based learning but students are confronted with a real problem that has a meaning to them. This problem launches their inquiry as they collaborate to find solutions. It develops flexibility in thinking and reasoning skills, as students compare and contrast various possibilities in order to draw conclusions. Cognitive apprenticeships refers to a relationship in which an expert stretches and supports the less experienced learner through "scaffolding" and "tutoring".

**CONCLUSION:**

Students learn more and enjoy learning more when they are actively involved. In a constructivist classroom students are actively involved, the environment is democratic, the activities are interactive and student-centred and the teacher facilitates the process of learning in which students are encouraged to be responsible. It is responsibility of the institutions to use more web based tools in the curriculum so as to prepare and competitively position the average learner for future. The learner should be involved in the systems analysis and design process that supports any learning initiative so as to meet the expectations of learners with the content of curriculum

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