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**Abstract:** Nowadays, constructivism is being commonly used and accepted by most students and teachers as this approach encourages cooperation and idea sharing in the classroom, which helps students develop their social and communication skills. In this article, the role of constructivism in both studying and teaching will be focused and outlined completely. The essence of this article is to present what the constructivism is, how teachers can use this approach in their classes and to prove why it is crucial to practice.

### **ВАЖНОСТЬ КОНСТРУКТИВИЗМА В ОБУЧЕНИИ И ПРЕПОДАВАНИИ**

**Абстракт:** В настоящее время конструктивизм широко используется и принимается большинством учащихся и учителей, поскольку этот подход поощряет сотрудничество и обмен идеями в классе, что помогает учащимся развивать свои социальные и коммуникативные навыки. В этой статье будет сосредоточена и полностью изложена роль конструктивизма как в учебе, так и в преподавании. Суть этой статьи — показать, что такое конструктивизм, как учителя могут использовать этот подход на своих занятиях и доказать, почему его крайне важно практиковать.

### **O'QISH VA O'QITISHDA KONSTRUKTIVIZMNING MUHIMLIGI**

**Annotatsiya:** Hozirgi vaqtda konstruktivizm ko'pchilik talabalar va o'qituvchilar tomonidan keng qo'llanilib kelinmoqda va qabul qilinmoqda, chunki bu yondashuv darsda hamkorlik va g'oyalar almashishni rag'batlantiradi, bu esa o'quvchilarning ijtimoiy va muloqot qobiliyatlarini rivojlantirishga yordam beradi. Ushbu maqola konstruktivizmning ta'lim va o'qitishdagi rolini to'liq tavsiflaydi. Ushbu maqolaning maqsadi konstruktivizm nima ekanligini, o'qituvchilar o'z darslarida ushbu yondashuvni qanday qo'llashlari mumkinligini va nima uchun amaliyotda qo'llash juda muhimligini ko'rsatishdir.

**Key words:** Constructivism, problem-solving, critical thinking, independent learner, the constructivist classroom.

**Ключевые слова:** конструктивизм, решение проблем, критическое мышление, самостоятельный ученик, конструктивистский класс.

**Kalit so'zlar:** Konstruktivizm, muammoni hal qilish, tanqidiy fikrlash, mustaqil o'quvchi, konstruktiv dars.

## Introduction

Students who follow the constructivist educational approach do more than just memorize facts. Since it develops students' critical thinking skills, this educational strategy is crucial. In the classroom, they get engaged and motivated. As they study the readings or learning materials, students learn to create their own understanding of them. With the help of this approach, the students become autonomous and independent thinkers and there will be no need for them to rely on other's decisions and opinions. Therefore, this is especially so effective and important for teachers to use this approach in an appropriate way during the classes.

### What is constructivism?

Constructivism is the theory that says learners 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 (schemas).

Related to this are the processes of assimilation and accommodation:

- **Assimilation** refers to the process of taking new information and fitting it into an existing schema.

- **Accommodation** refers to using newly acquired information to revise and redevelop an existing schema.

Consequences of constructivist theory are that:

- Students learn best when engaged in learning experiences rather passively receiving information.

- Learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge.

- Because knowledge cannot be directly imparted to students, the goal of teaching is to provide experiences that facilitate the construction of knowledge.<sup>16</sup>

### Concepts of the theory of constructivism

The theory of constructivism learning is based on several concepts. Learning for the student will depend on what he or she already knows or has experienced. In the area of literature, students are motivated to relate the story or characters to what they already know or what they have experienced. Secondly, learning should be about the students inventing ideas concerning the learning materials.

It may involve students analysing their old ideas in light of the learning materials and changing their old news to conform to what they are learning. When a student encounters information that is contrary to their way of thinking, then he finds himself at a state of disequilibrium. The student therefore has to change or alter his way of thinking in order to attain equilibrium. The whole process therefore is about inventing ideas instead of the student just accumulating facts and information. It is therefore a student centred class

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[https://www.buffalo.edu/catt/teach/develop/theory/constructivism.html#:~:text=Constructivist%20Classroom%20Activities-,What%20is%20constructivism%3F,%2Dexisting%20knowledge%20\(schemas\).](https://www.buffalo.edu/catt/teach/develop/theory/constructivism.html#:~:text=Constructivist%20Classroom%20Activities-,What%20is%20constructivism%3F,%2Dexisting%20knowledge%20(schemas).)

where the teachers facilitate the process of students hypothesize, predict, pose questions, research and invent.<sup>17</sup>

### **The Constructivist Classroom**

There are several distinguishable characteristics that set a constructivist classroom and teacher apart from traditional or direct instruction classrooms. Constructivist educators are adept at negotiating and creating lessons with small groups and individuals while incorporating ongoing classroom experiences in a flexible and creative manner. Instructors must understand how people construct knowledge and meaning based on their personal experiences, preexisting knowledge, perceptions, and physical and social environments. The intention is to create a democratic learning atmosphere in the classroom that offers self-directed learners purposeful learning opportunities.

This perspective of learning presents an alternative view of what is regarded as knowledge, suggesting that there may be many ways of interpreting or understanding the world. No longer is the teacher seen as an expert, who knows the answers to the questions she or he has constructed, while the students are asked to identify their teacher's constructions rather than to construct their own meanings. In a constructivist classroom, students are encouraged to use prior experiences to help them form and reform interpretations.<sup>18</sup>

### **The teacher in the constructivist classroom**

The teacher in the constructivist classroom has to possess certain qualities. He should be highly flexible and creative as he interacts with the students. The teacher is trained on how different students use their own experiences, prior knowledge and experience to construct meaning. When it comes to literature, there can be no single interpretation of a piece of reading. There are several and different interpretations and all of them may be correct. The teacher's interpretation is not always the only correct way of perception. At the end of the day, it is a highly democratic environment where the students and teachers are able to interact and participate in the learning process.<sup>19</sup>

There are several types of effective constructive activities which help students develop their critical thinking and problem-solving skills:

➤ **Reciprocal teaching/learning**

Allow pairs of students to teach each other.

➤ **Inquiry-based learning (IBL)**

Learners pose their own questions and seek answers to their questions via research and direct observation. They present their supporting evidence to answer the questions. They draw connections between their pre-existing knowledge and the knowledge they've acquired through the activity. Finally, they draw conclusions, highlight remaining gaps in knowledge and develop plans for future investigations.

➤ **Problem-based learning (PBL)**

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<sup>17</sup> <https://ivypanda.com/essays/constructivism-in-learning-and-teaching-article/>

<sup>18</sup> [https://saskschoolboards.ca/wp-content/uploads/97-](https://saskschoolboards.ca/wp-content/uploads/97-07.htm#:~:text=A%20productive%2C%20constructivist%20classroom%2C%20then,investigate%2C%20imagine%2C%20and%20invent.)

[07.htm#:~:text=A%20productive%2C%20constructivist%20classroom%2C%20then,investigate%2C%20imagine%2C%20and%20invent.](https://saskschoolboards.ca/wp-content/uploads/97-07.htm#:~:text=A%20productive%2C%20constructivist%20classroom%2C%20then,investigate%2C%20imagine%2C%20and%20invent.)

<sup>19</sup> <https://ivypanda.com/essays/constructivism-in-learning-and-teaching-article/>

The main idea of PBL is similar to IBL: learners acquire knowledge by devising a solution to a problem. PBL differs from IBL in that PBL activities provide students with real-world problems that require students to work together to devise a solution. As the group works through the challenging real-world problem, learners acquire communication and collaboration skills in addition to knowledge.

➤ **Cooperative learning**

Students work together in small groups to maximize their own and each other's learning. Cooperative learning differs from typical group work in that it requires interdependence among group members to solve a problem or complete an assignment.<sup>20</sup>

**Conclusion**

To sum up, there are a number of advantages of the constructive approach which would benefit to both learners and teachers when utilizing during the classes. Because students will not only get engaged and motivated, but they will learn how to make decisions independently and confidently. Moreover, in constructivist classroom, the teacher and students share the responsibility and decision-making and demonstrate mutual respect. Students are empowered to learn independently and actively in a constructivist classroom because of its democratic and participatory approach. Teachers are more productive when they apply constructivist methods. In order to meet the needs of every student, they can make communication and foster flexibility.

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<sup>20</sup> <https://www.buffalo.edu/catt/teach/develop/theory/constructivism.html>





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**Abstract:** Effective teaching is a cornerstone of student success and a lifelong pursuit for educators. This article delves into various strategies teachers can implement to continuously improve their teaching skills and create engaging and impactful learning experiences for their students. By focusing on reflection, embracing technology, fostering collaboration, and prioritizing professional development, educators can enhance their teaching practices and contribute to positive student outcomes<sup>21</sup>.

**Keywords:** Teaching skills, professional development, student engagement, instructional strategies, educational technology, reflective practice, collaboration, student-centered learning.

**Introduction:** The role of a teacher extends far beyond simply delivering information; it involves inspiring, motivating, and guiding students towards achieving their full potential. As the educational landscape evolves and student needs change, teachers must continuously adapt and refine their teaching skills to remain effective and impactful.

**Main Part:**

Reflective Practice:

Self-assessment: Regularly reflect on teaching methods, lesson effectiveness, and student engagement to identify areas for improvement. Methods of Self-Assessment: Journaling - Keeping a teaching journal allows educators to<sup>22</sup> record their thoughts, observations, and reflections on lessons, student interactions, and overall teaching experiences. This provides a valuable resource for identifying patterns, tracking progress, and pinpointing areas that need attention.

Video or Audio Recording - Recording lessons and then reviewing them allows teachers to objectively analyze their teaching style, classroom management techniques, and student engagement levels. This can reveal subtle nuances that might be missed during real-time instruction.

Student Feedback - Gathering feedback from students through surveys, questionnaires, or even informal conversations can offer valuable insights into their learning experiences<sup>23</sup>, preferences, and areas where they feel challenged.

Self-Reflection Questions - Asking oneself targeted questions such as "What went well in this lesson?" "What could have been improved?" "Did students seem engaged?"

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<sup>21</sup> The National Education Association (NEA): <https://www.nea.org/>

<sup>22</sup> The Association for Supervision and Curriculum Development (ASCD): <https://www.ascd.org/>

<sup>23</sup> Edutopia: <https://www.edutopia.org/>