

Constructivist Psychology: A Paradigm Shift

Dr. Neelam Suman

Ph.D. (Education)

Babasaheb Bhimrao Ambedkar University
Lucknow (A Central University)

Dr. Sangeeta Chauhan

Assistant Professor, Deptt. of Education

Babasaheb Bhimrao Ambedkar University
Lucknow (A Central University)

ABSTRACT

Constructivism and constructivist psychology are two new trends that have emerged in psychology. These are helpful to fulfill the significance of the psychological dimension like learning, culture, psychotherapy and cognitive science in education. The concept of supreme learning is possible only when the structure of education is made according to the learner's psychology by understanding the learner's learning potential. Keeping the child at the center of education presents new facts, information and knowledge in their favorable environment by counting them with their prior knowledge or experiences by which the child's mental structure is preserved and collected that new knowledge in the form of stable memories on the screen of their brain. Constructivist psychology in education has been accepted as a modification of the paradigm shift. This is quite different from the previous approaches of constructivism. Constructivism is based on the semantic and constructive process of human language, memory, and cognition whereas constructivist psychology considers all such different methods and theories to be interrelated with the principle of human experiences. It is based on personal diversity and subtle interchange between the patient and doctor. It is used to organize the experience of the patient so that his experience can be precise, articulated, elaborated and revised. The use of constructivist psychology in education has been found very important in learning and inclusive education for normal as well as special children, gifted children, delinquent children and physically handicapped children. We should choose the appropriate therapy of constructivist psychology so the learning capacity of such children can be increased.

In the National Education Policy 2020, the structure of education has been drafted by considering Child psychology as the center of establishing an educational environment according to the child's mental ability. This paper focuses on presenting new knowledge in interesting segments according to the knowledge level of the students. It aims to make learning permanent and high-level by using various techniques of constructivism.

Keywords: *Constructivism, Constructivist Psychology, Child Psychology, National Education Policy 2020*

I. INTRODUCTION

A human's specific ability to think, understand and remember separates him from other living beings. He starts learning as he grows older from birth and collects knowledge through his intelligence or the process continues throughout life. He creates a chain by connecting the learned knowledge with the prior knowledge and adds the new knowledge to the previous knowledge as a link until the new knowledge is added to the previous knowledge, then that new knowledge does not seem significant.

Human beings create their knowledge and points of view by using their ability to think and understand while living in their environment. We use this process at the central level for the education of the children then it becomes constructivism. Constructivism is a process of knowledge construction that is student-centered. In which they try to access the knowledge learned on their own using various methods, activities, projects games etc. There they face any problem in this; the teacher acts as a guide and suggests a way to solve that problem. Jean Piaget, Lev Vygotsky and John Dewey make the most important contribution to constructivism.

In NCF-2005, there has been emphasised on teaching children using constructivism in the classroom so that children can get permanent and high learning. Similarly in NCFTE-2009 emphasises on teacher training to use constructivism in the classroom. Hence, if teacher uses constructivist approach in the classroom then that class will be interesting. NEP-2020 has been emphasized to complete the curriculum using constructivism and to teach children by adding new knowledge to their prior knowledge through constructivism. Keeping in mind the constructivist approach there is the education policy to educate children by making the environment a supportive medium and the child's interest in learning.

Being a constructivist is the quality of a human. This quality is more in that person whose psychology is constructivist based. Such people are more logical, contemplative, intelligent and leading in finding solutions to the problem more than others. They scrutinize information extract facts from it and prepare their action plan and knowledge based on it.

The persons who have fine constructivist psychology are the more constructivists relatively. Constructivist psychology is a specific term that means using your psychology in a constructivist way. Constructivist psychology is a new movement in psychology. It is found in various areas of psychology like psychotherapy, learning, cognitive science and culture.

II. REVIEWS

Oscar Tomico, Mare Pifarre and Jouquim Lloveras (2007) introduced through their research that constructivist psychology includes a modification in the paradigm of psychology. Constructivist psychology includes various theories and methods but it is based on these three interrelated principles of them:

- Humans proactive participants in contributing human experiences.
- Most people have a tacit level of awareness in the process of organizing human lives.
- Personal psychological development and human experience of the individualized and self-organizing process are ongoing operations that lead to the maintenance of experiential patterns.

Mainly three kinds of research describe the following facts about human experience:

- The existence of the real world is beyond the existence of the organisms which is independent of their perceptions.
- The human presents valid knowledge of the world through his sensory experience.
- Absolute knowledge is different from the individual.

Renu (2016) investigated in her research that constructivism involves a variety of activities that accept individual differences and challenge children to find new ideas to increase their readings to learn and to build self-knowledge. Jonnavithula and Kinshuk (2005) found in their research that classroom teaching is based on the traditional teaching method in the school generally. The meaning of teaching is limited to the teacher and the textbook. The textbooks are only the reliable source of information and the student participates as a passive learner in this type of teaching. Dollard and Christensen (1996) found in their research that constructivism plays the main role in classroom management. Henning (1995) said that according to the social constructivist view it advised that methodology and classroom research cannot be accomplished very rigorously.

III. CONSTRUCTIVIST PSYCHOLOGY IN EDUCATION

1. When constructivist psychology is applied in the classroom teaching-learning then students participate actively in their learning.
2. Through various activities, we can apply constructivist psychology in the classroom. The educational and common activities differentiate the individual differences of the students. These all activities adjust to individual differences and student form their own experience.
3. In the whole constructivist classroom, constructivist psychology has been applied, the teachers play the important role of facilitator to solve all problems asked or put by students in front of them.
4. By using constructivist psychology in teaching-learning the student achieves two-dimensional development of abilities mainly one is the development of general ability and the other one is specific ability. With the help of the development of general ability, the student can generalize their thoughts from a global perspective and proceed to achieve new knowledge which can become general and specific obviously. With the help of the development of a specific ability, a student can use this ability in the specific area to increase their knowledge in this to gain mastery in the specific area.
5. The student who has better constructivist psychology then he will get more knowledge practically from the constructivist method.

IV. RELEVANCE OF CONSTRUCTIVIST PSYCHOLOGY IN EDUCATION

1. When constructivist psychology is applied to logical and creative thinkers, it gives a positive result.
2. Using constructivist psychology in a constructivist environment has yielded good results in enhancing the learning of mentally and physically disabled students.
3. Logical thinking and creativity can be considered the main aspect of constructivist psychology.
4. Teachers who have better constructivist psychology then he will be able to use the constructivist method more creatively and effectively in the classroom. This will likely have positive consequences in teaching-learning.

V. CONCLUSION

Constructivism and constructivist psychology are two sides of a coin, and some of the above differences have been found among them. Through various types of research in the education world, it is clear that in the subject area in which teaching-learning is proceeded using constructivism in the classroom, there have been always positive results which are mainly related to the learning development of students. Constructivist psychology is that psychology is considered to use the fundamental characteristics and psychology of the

student and teacher in classroom teaching. If the children participate in constructivist activities then the result can be even better.

VI. REFERENCES

- Dollard, N., Christensen, L., Colucci, K., & Epanchin, B. (2017). 'Constructive Classroom Management. Focus on Exceptional Children', 29(2). <https://doi.org/10.17161/foec.v29i2.6860>
- Jonnavithula, L., & Kinshuk, D. (2005). 'Exploring multimedia educational games: An aid to reinforce classroom teaching and learning'. Retrieved on 29 Nov, 2022 from Exploring multimedia educational games: An aid to reinforce classroom teaching and learning. | Semantic Scholar
- Navaro, Fedrick H. (2013). 'The Development of Constructivist Psychology'. Published on 21 May, 2014. Retrieved 28 Nov, 2022 from <https://www.researchgate.net/publication/235996125>
- Tomico, O., Pifarré, M., & Lloveras, J. (2007). 'Analyzing the Role of Constructivist Psychology Methods Into User Subjective Experience Gathering Techniques for Product Design'. Published in Conference Proceeding of ICED 2007, the 16th International Conference on Engineering Design. Paris, France, 28-31.07.2007. 859-860 (exec. Summ.), Full paper no. DS42_P_255.
- Yadav, Renu. (2016). 'Role of Constructivism in Learning'. Published by International Journal of Educational Studies. ISSN: 2312-458X (Online), 2312-4598 Print. 93-97. Uploaded on 5 June, 2016. Retrieved on 28 Nov, 2022 from <https://www.researchgate.net/publication/319442311>
