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DIFFERENT PEDAGOGICAL APPROACHES TO LEARNING PROCESS

Abstract: In the context of teaching, behaviorism and constructivism are two contrasting pedagogical approaches. Behaviorist teaching focuses on teacher-led instruction and direct transmission of information. Teachers using this approach typically rely on rewards and punishments to shape student behavior and reinforce learning. The emphasis is on the teacher as the authority figure and the students as passive recipients of knowledge. On the other hand, constructivist teaching emphasizes student-centered learning and active participation. Teachers using this approach create a learning environment that encourages exploration, collaboration, and problem-solving. Students are seen as active constructors of their own knowledge, and the teacher's role is to facilitate their learning by providing guidance, resources, and opportunities for reflection.
Keywords: Behaviourism, constructivism, problem-solving, classroom context, Teacher as authority figure, active participation, rewards and punishments.

Pedagogy encompasses the methods and techniques employed by teachers in their teaching practices. It involves their approach to teaching, including the theories they utilize, the manner in which they provide feedback, and the assessments they administer. When discussing the pedagogy of teaching, it pertains to how teachers convey the curriculum to their students. When preparing a lesson, teachers consider the most effective way to convey relevant information to facilitate optimal learning for their students. They take into account the subject matter and their own personal teaching preferences. The delivery of instruction depends on factors such as the age of the students and the classroom environment. Various pedagogical approaches exist with the aim of supporting learners throughout their educational journey to help them achieve their full potential. Implementing effective pedagogical approaches enables students to excel academically and establishes a solid foundation for further learning. Additionally, it boosts students' self-confidence and self-esteem by helping them recognize their own capabilities. Consequently, this heightened sense of self-worth increases students' motivation to actively participate in various activities, thereby enhancing their chances of success.

Constructivism is a teaching style that deviates from traditional methods and emphasizes the active role of children in their own learning. It is based on the belief that children learn through experiences and reflection. This pedagogical approach, also known as "invisible pedagogy," places the child at the center of the learning process. Project work, play, exploration, and inquiry-based learning are key components of constructivist teaching. Teachers may also adopt a Montessori method, which promotes self-directed play and allows children to take the lead in their own learning, with teachers serving as guides.

The constructivist teaching style is a departure from traditional methods and emphasizes the active role of children in their own learning. It is based on the belief that children learn through experiences and reflection. This approach, also known as "invisible pedagogy," places the child at the center of the learning process. Key components of constructivist teaching include project work, play, exploration, and inquiry-based learning. Teachers may also adopt a Montessori method, which promotes self-directed play and allows children to take the lead in their own learning, with teachers serving as guides. The constructivist approach is influenced by the research of Jean Piaget, who studied child development and

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wrote about the concept of schemas. According to Piaget, children are naturally curious and ready to engage and learn. It is the role of the teacher to create activities that facilitate this learning and enhance their progression. Younger children learn through play and direct interaction with the world around them, while older children can handle more abstract ideas. In a constructivist classroom, there may be more student-led learning and less focus on the teacher. This approach may also involve encouraging children to spend more time outdoors and engage with nature.

The constructivist teaching style is a departure from traditional methods and emphasizes the active role of children in their own learning. It is based on the belief that children learn through experiences and reflection. This approach places the child at the center of the learning process and includes project work, play, exploration, and inquiry-based learning. Teachers may also adopt a Montessori method, allowing children to take the lead in their own learning while teachers serve as guides. The constructivist approach is influenced by the research of Jean Piaget, who studied child development and emphasized the importance of creating activities that facilitate learning. Social constructivism, developed by Lev Vygotsky, focuses on collaborative learning between children and teachers, with an emphasis on the role of the teacher.

The choice of teaching style depends on various factors, including learning goals, student needs, and classroom context. For example, behaviorist teaching may be more appropriate in certain situations where specific skills or behaviors need to be taught or reinforced. Constructivist teaching, on the other hand, may be more effective in fostering critical thinking skills, creativity, and a deeper understanding of complex concepts.

Ultimately, effective pedagogy involves a balance between different approaches, taking into account the unique needs of students and the subject matter being taught. By incorporating elements of both behaviorism and constructivism, teachers can create a dynamic and engaging learning environment that supports students' academic growth and development.

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