

CONSTRUCTIVE METHOD OF PEDAGOGY

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Abstract: *This article tells about one of the most important pedagogical approaches, the Constructive approach. In addition, the active and passive types of learning included in this approach, the true nature of this approach, and its current benefits and disadvantages are given complete information and opinions. Assimilation and accommodation are also explained in a comprehensible manner. Similarities and differences between these two concepts are also discussed.*

Key words: *pedagogical skills, methods, institution, assimilation contend, cognitive process, assimilation, accommodation, constructivists, organizations, important concepts.*

As everyone knows, one of the most developed fields is pedagogy. It has many areas, each of which requires a different approach. The development of the field of pedagogy has always worked in a beneficial direction. That is, nowadays the demand for science is increasing. This means that people expect something new from pedagogy. Every direction developed in this field opens a wide way for young people to learn. There are young and old researchers in every corner of the world who are doing their scientific work in this field. Their main goal is to develop this field in the future and make it possible to facilitate and widen the ways of learning not only for the youth of their country, but also for those who love science in the world. Pedagogy is a field of teaching and this is a broad concept. This direction cannot be ignored. In order to improve the pedagogical skills of young personnel, many teaching methods are currently being devised. Because in the future these things will be reworked and amazingly updated for the youth to come back to the curriculum. Speaking about the field of pedagogy, it is worth highlighting five approaches. They are the following:

Constructive

Collaborative

Reflective

Integrative

Inquiry

The main information presented in this article will be about the constructive approach, which is one of the most important sections of pedagogy.

Before we talk about the latest developments in this field, we need to understand what this approach actually is and what this section covers.

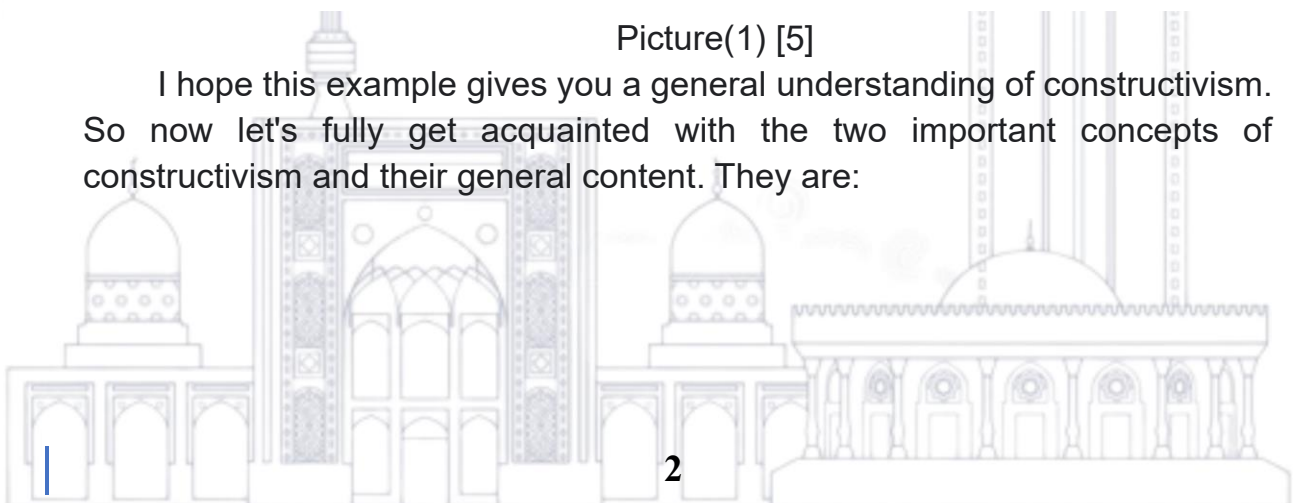
Constructivism - means avoiding the boring and well-known systems of reading and learning, which are the main purpose of human beings to come and live in this world, and to use their own new and exclusive methods.

Using this method can sometimes seem overwhelming. The main reason for this is that those who use this method lack ideas. As an example, let's take an example of a classroom adapted to teaching English and the learner and teacher in it. Let's say that the class is full of students as usual and they are waiting for their teacher. In their minds, now the teacher comes in and starts conducting his traditional lessons as usual. Before the start of the lesson, students start to get bored, which causes an increase in the hormones of laziness. In such a situation, it is natural for the teacher to use the constructive method to wake up the sleeping neurons in the children's brain. What we mean by this is that two minutes before the teacher enters the class, he discards the work plan and sequence of lessons given by the institution and organizes this one-hour lesson based on the interest of the students in a new way. For example, today he does not demand and does not check the children's homework. Let's say he uses candies instead of grades today. Perhaps incentives with sweets are a better way than numerical and letter grades. It is these things that encourage students to come again and again to study institutions and learn



Picture(1) [5]

I hope this example gives you a general understanding of constructivism. So now let's fully get acquainted with the two important concepts of constructivism and their general content. They are:





Assimilation



Accommodation

Assimilation - the process of assimilation is when you learn what you don't know with what you do know.

The process by which vitamins, minerals, and other substances are absorbed from food into an organism as part of its nutrition is known as assimilation. In humans, this is always accomplished through both a physical and chemical breakdown (enzymes and acids). Advocates of assimilation contend that immigrants benefit from increased social and economic possibilities as well as a more unified cultural identity and decreased intercultural friction. When applying the same process of the exact sciences to the humanities, it changes its meaning in a slightly different direction. That is, it follows that assimilation means the process of adapting and accepting all the news that is happening. Such an approach is especially useful for researchers conducting research in the field of pedagogy. A key idea in developmental psychology is assimilation, which is the process of incorporating new knowledge into preexisting cognitive frameworks, or schemas. When students come across new information or experiences, they try to make sense of these revelations by connecting them to what they already know. A key idea in developmental psychology is assimilation, which is the process of incorporating new knowledge into preexisting cognitive frameworks, or schemas. When students come across new information or experiences, they try to make sense of these revelations by connecting them to what they already know.

This slow process enables people to process a constant flow of incoming stimuli while retaining a sense of continuity and coherence in their knowledge of the world. Assimilation is essentially a cognitive process that helps students arrange and classify incoming information according to the schemas they already have. By using their pre-existing mental structures, people are able to absorb new experiences more quickly and effectively because to the continual

categorization that helps to establish mental shortcuts. Developmental psychologists have long understood that assimilation helps learners to improve and solidify their comprehension of different concepts and knowledge categories, which is why assimilation is so important for supporting cognitive development. Psychology students should understand the intricacies and subtleties of the assimilation process as well as its significant effects on learning and cognitive development. Understanding how people take in and incorporate new information into their schemas might help to shed light on the mysterious nature of human cognition and behavior.

Accommodation - a crucial concept in the field of cognitive psychology is the process of accommodation, which is concerned with how mental structures adjust and improve in response to novel experiences or knowledge.

Accommodation necessitates a more active and transformative approach, in which learners must adapt their current cognitive frameworks to accept previously unencountered insights, whereas assimilation includes incorporating new facts into one's existing schemas. It is important to understand that, in the context of the Assimilation vs. Accommodation debate, these two processes are not exclusive of one another; rather, they cooperate to support cognitive development and the establishment of schemas. The process of accommodation enables people to expand and alter their cognitive schema in response to new experiences that contradict what they now comprehend, opening the door to the development of more intricate and subtle mental structures. It is impossible to overestimate the importance of accommodations in children's growth. Young learners frequently struggle with new information and experiences throughout the various cognitive stages, which makes it necessary for their schemas to continuously expand and adapt. Across the cultivation of a dynamic interaction between assimilation and accommodation, students are better prepared to maneuver across the intricate cognitive terrain that underpins human cognition and behavior. Examining the complex mechanisms of accommodation and how they affect cognitive growth can reveal a lot about the complex nature of human learning. Gaining insight into the finely balanced relationship between assimilation and accommodation might help us better appreciate the constantly changing mental structures that influence our experiences, perceptions, and interactions with the world around us. Teachers need to take into account not only the requirements of children with specific learning disabilities, but also the variety of cultural and linguistic backgrounds that students bring to the classroom. Teachers can establish a more inclusive learning environment that fosters each student's cognitive growth by accepting the rich schema concepts that each learner possesses and implementing culturally responsive teaching strategies. Examining the

several ways that training can be tailored to accommodate and meet the needs of assimilation for diverse learners provides a special chance to explore the complex dynamics of cognitive growth.

One can better appreciate the transformational potential of inclusive and accessible education by knowing the complex interplay between the variety of elements that influence human cognition and its diverse nature.

The Catt BLOG - is a research association that works on many methods and approaches.

One of the types of learning developed by this association is active and passive learners.

Q Active learners

Q Passive learners

The main distinction between these two learning styles is who must put in the effort to learn the material. In order to make sure that pupils are learning the material, a classroom teacher shouldn't have to put in extra hours. Learning and teaching ought to be balanced in some way. In contrast to passive learning, which is teacher-centered, active learning is learner-centered. Students who engage in active learning must reflect, debate, question, and examine the material. Learners that engage in passive learning must take in, process, evaluate, and translate knowledge. Passive learning promotes attentive listening and paying attention to details, whereas active learning promotes discussion and debate. Active learning is generally seen to stimulate higher-order thinking, whereas passive learning only aids in retention.

Active learning - Students will have the chance to debate and defend their opinions during active learning, which will provide them with the opportunity to confront prejudices and preconceptions. Strong communication, observation, and critical thinking abilities are required of students. Conversely, passive learning gives pupils the chance to reflect on their beliefs. They might not always have the chance to challenge a notion as a listener, but they are still capable of identifying discrepancies between what they think and what is said.

Passive learning - in a passive atmosphere, learners are rarely encouraged to question concepts, which may not necessarily be necessary while studying skills in topics like science or mathematics where the facts are set in stone. In any case, a competent instructor will guarantee that all material is clarified and will support a strong student who is unsure to ask questions.

Everyone should employ both, each day or as frequently as they can. On certain days, students require a lot of information, while on other days, they require time to work with specifics. Understand who you are. Go ahead and

allow your students ask you questions and have discussions if you're an engaging instructor who can be wise on stage.

Both of these learning methods are clear examples of the constructive approach.

Constructivists are based on the notion that people actively create their own knowledge and that your experience as a student shapes reality. Essentially, students reinforce their prior knowledge by applying the new information they learn. The general idea is that it is an efficient way to produce and apply.

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