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SOCIAL CONSTRUCTIVISM IN EDUCATION: INNOVATIVE CONCEPT FOR CONSTRUCTING INTERACTIVE KNOWLEDGE BASED LEARNING

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ABSTRACT
In the realm of innovation, social constructivism is significant due to its historical interest in the sources of knowledge and its significant role in bridging the gap between the paths of mathematical and scientific knowledge development. It acknowledges that acceptance standards evolve with time, which is relevant to the rationality argument and the test's purpose. In a constructivist method, the emphasis is on socio-culturally cited evidence, which includes mathematical proofs of the present and past that adhere to diverse norms throughout different time periods. Read the materials that back up a claim, engage in hedging, and listen to the defendant's speech at the convention, like the Sermon on educational claims. Because of their emphasis on the communicative and interactive character of academic writing and their dedication to the importance of the reader's experience, constructivist approaches are considered part of these standards. Making direct allusions to other people's work is more than just an accurate description; it's a critical component of the writers' own work.
KEYWORDS: *Social Constructivism, Knowledge, Learning, Social Constructivism, Collaborative Learning, School Experience, Classroom Implementation*

INTRODUCTION

The cognitive e skills that a kid needs for growth are provided by culture, according to Lev Vygotsky. Teachers and parents should have access to cultural resources, such as adult language. Included in the instrument's culture are the child's linguistic background, social milieu, and cultural heritage. Access to information via technological means is also a part of it now. Considering the significance of culture and environment in shaping views grounded in knowledge, this perspective on societal events is crucial. Cultural factors significantly impact how a person's brain develops, according to research. Most people think that Lev Vygotsky is where it all started.

From a social constructivist pedagogical vantage point, students are guided to actively participate in the learning process as they build their own knowledge from their own experiences and perspectives.

According to the sociological theory of knowledge known as “social constructivism,” human growth takes place within a social context, and new knowledge is constructed via interactions with others.

Collaborative artistic endeavors are a central tenet of social constructivism. Through her interactions with her social constructivism group, we want to educate her, whereas social constructivism focuses on group tasks.

Consider a basic object like a cup as an example. Object has several potential uses, but its form implies a particular understanding “suggests” (relationship) for transporting liquids. Review as well. A more involved example would be an online class; it's not only the software tools that matter, but also the group's activities and texts, which influence how each member acts and what the group as a whole learns. The cultural factors that shape an individual's cognitive development include their language, history, and social environment.

An individual's cultural and social milieu shape their social reality, as postulated by social constructivism. When people communicate and try to understand one other, new knowledge emerges. The basic idea is that every interaction between two or more individuals may lead to the discovery of new information or the enhancement of current understanding. Here we have the usual human interaction: the sharing of ideas.

If educational leaders and teachers are serious about implementing social constructivism, they will need to have a mental shift. “Men who teach” and those who help others learn are essential. Rather of being too direct, a competent teacher would urge pupils to clarify

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concepts by providing them with constructive solutions to their queries. Also, instead of handing out answers without explaining them, instructors should provide context for their pupils when they ask for them. They need to motivate the pupils to consider their responses critically.

Individuals do not share experiences but rather information that has been constructed via the use of social knowledge and language, according to social constructivism. As important as it is to observe the world around us, knowledge is also shaped by a myriad of social processes and interactions. In our experience, using a constructive learning approach is beneficial not just while new information is being acquired, but also during the learning process itself. Another way of putting it is that the act of traveling itself is crucial.

Student participation in creative activities and self-organization are essential components of the learning process. Students learn best when teachers give them room to think critically, come up with their own ideas, and then evaluate how well those theories work in the real world. According to constructive theorists, an imbalance actually promotes learning since it forces the student to question their own views and try out new ideas when there is a discrepancy between the teacher's present knowledge and their experience. Educators need to support rather than downplay the instructor's suggestions.

Instructors should encourage their students to engage in independent research if they are serious about helping their students address challenges in meaningful and practical ways. Through this exercise, students may investigate and get either a corroborating or a disputing perspective. There needs to be an examination, clarification, and discussion of conflicts.

Rethinking the stored data is a great way to advance education. One way to make room for thought is to keep a diary, which is a great tool for encouraging introspection.

The exchange of ideas within a community fosters innovation. In the eyes of everyone involved with the school, the classroom is just a place for learning and sharing ideas. All students in a classroom should be held accountable for safeguarding their own ideas, evidence, reasoning, and community-based communication. The community's rationality is crucial for these ideas to be recognized as true. Doing so will cause them to become common knowledge. Finally, interpretation, not listening or watching, is the primary means of learning. It is built upon prior knowledge and discussed to provide an interpretation.

The social constructionist view of knowledge and its justifications is characterized, in part, by an outright rejection of the role of the supernatural. Its significance in innovation is well-established, and it continues to pique interest in the past by exploring where our knowledge came from and how it has shaped the development of mathematical and scientific understanding. Recognizing that acceptability standards evolve over time is an important part of the rationality justification and test rationality arguments. Thus, mathematical evidence has varied standards depending on when it was produced.

IMPORTANCE AND NEED OF SOCIAL CONSTRUCTION IN EDUCATION

Many educational psychologists have investigated social constructivism because they care about the impact of education. Social constructivism broadens constructivism by including the contributions of different cultures and actors in the development process. One may draw parallels between social learning theory and the focus on interaction via observation in this regard. Lev Vygotsky's sociocultural approach revolves on psychological instruments.

One exciting field of study is computer-aided collaborative learning (CSCL), which is based on social constructivism and offers illuminating tactics. The goal of this policy is to provide students with the chance to practice skills linked to 21st century employment, including communication, information sharing, technology, and critical thinking.

Furthermore, research based on social constructivist ideas supports the use of class discussion. Using class discussion has numerous positive effects. Student participation in group discussions provides a solid groundwork for effective oral presentation of concepts and helps them generalize and transfer what they have learned in the classroom. The capacity of students to critically evaluate their own ideas, as well as those of others, and to develop a more thorough comprehension of course material is emphasized in several research. The chance to retain the desire to keep self-decision and functions, in order to govern both big and small groups of self-students. Students' motivation, teamwork, and problem-solving abilities are all improved via debate. The capacity to reason, articulate one's opinions honestly and politely, and support one's thinking are all enhanced when pupils have more chances to communicate with one another and share their thoughts. In addition, children develop a stronger feeling of belonging and teamwork when given more chances to communicate together.

It is perplexing that talk is not used more often, considering the advantages it offers. Research shows that pupils aren't used to actively engaging in classroom discussions. According to Martin Nystrand, educators have limited options when it comes to leading class debates. The findings demonstrate that a typical classroom instructor may have a conversation with each student, spending an

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additional thirty minutes on the subject and drawing on their own thoughts and creativity. Even in the allotted three minutes, the vast majority of conversations depend on teacher-directed questions with already-determined responses, so they are hardly genuine discussions. Students from lower socioeconomic schools and lower track courses are significantly less likely to be given opportunity for conversation, according to many observations. This course teaches teachers how to provoke critical thinking in their pupils. Because it gives them a chance to show off their own ideas via language, children learn more in classrooms that encourage discussion and interactive debate. When students participate in meaningful discussions, they are able to negotiate the ideas of others in order to create meaning that lasts. This type of education "encourages retention and intensive processing related to the cognitive handling of information".

CLASSROOM IMPLICATIONS OF SOCIAL CONSTRUCTIVISM

When kids believe that their thoughts, experiences, or interests are being ignored, it may greatly impact their educational experience. According to social constructivists, classroom instruction is best understood as a collaborative effort between students, instructors, and supportive adults in the shape of TAs or other knowledgeable "other" children who guide students' idea generation and growth. Although her reasoning impacts education and teaching to all children, University of Edinburgh professor Judith Watson examines how this strategy might help children with learning issues in this chapter.

1. Interactive Teaching - where a teacher works with small groups of students (ranging from one to three) to discuss and debate a certain subject. Each member of the group uses one of four cognitive methods during the conversations:

i) Questioning ii) Summarizing iii) Clarifying iv) Predicting

This results in a zone of proximal development (ZPD) where students progressively take on more literary responsibility, and where they work together to develop high-level thinking demands and the abilities necessary for learning and success in daily life.

2. Cooperative Learning - As long as less specialized youngsters adapt their assistance to meet the ZPD, children may benefit from having more knowledgeable peers who can support their growth.

3. Situated Learning - Whitehead restricted the way students were taught the way they were concerned, the information that was only suitable to pass the test, and this was a source of worry as early as 1929. A large body of recent theory contends that active knowledge is something that must be learned:

- In a meaningful context
- Through active learning

Learning is a typical term for various kinds of educational pursuits. Prominent proponents of experiential learning contend that abstract information cannot be imparted; rather, what matters is its relevance or its presence in a "genuine" setting (Maddux, Johnson and Willis, 1997).

4. Whole language - Writing about the child's prior knowledge and ability to explain things orally is a big deal in the entire language approach. During the first stages of "writing" exercises, the youngster is encouraged to write on their own paper, with the help of their instructors and neighbors.

5. Collaborative Learning - Whether it's between themselves or between themselves and their instructors, learning is a team effort in public relations. Students practice real-life negotiation skills as they talk to one another, exchange information, and work together on projects. Group knowledge is being built, not by individuals.

6. Anchored Instruction - The goal of the anchored education approach is to get students more invested in their learning by having them study about or otherwise participate in a topic that they find really compelling. Successful problem-solving, critical-thinking abilities, and an atmosphere that fosters these traits are all goals of the educational program. An essential component of directions is the anchor. "The anchor" is the central concept or tale that all instructional endeavors revolve around; it represents the bravery or difficult circumstance that students' interests confront. Students learning content can include rich resources where the problem lies in deciding how to solve the problem.

Anchored instruction emphasizes the need for students to think about problems and provide them with opportunities to work, and emphasizes group or collaborative problem solving.

Interactive media, models, scenarios, and issues - In this part, you will find four different ways of teaching that all include engaging pupils in "real" tasks. We continue to refer to games as "real" despite the fact that many of them are obviously not. Students study, play, or solve issues in a structured, regulated setting in all of these approaches.

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7. Assessment - students and teachers perception of the teacher's achievements should be used for evaluation as a tool for raising issues. It should not be used as a tool of responsibility that will lead to stress or mental distress for students. Evaluation types that align with this diagnostic status include reflective journals/departments, case studies, group-based projects, presentations (oral or poster), debates, role plays, etc.

Students are more likely to participate in social creativity, especially in the whole process:
1. Criteria
2. Method
3. Marking
4. Feedback

Brooks and Brooks (1999) argue that, instead of just telling pupils "no" when they get a question wrong while "being explored," constructive educators seek to comprehend what their students are thinking about the topic at hand. The instructor encourages the pupil to learn and grow by asking them simple questions.

Other Things can implement in Classroom for Social Constructivism

- Encourage working teams and collaborators
- Encourage debate or debate
- Create a study group for the chieftains
  - Give out a few points to evaluate chieftains and teach pupils the criteria and procedures.
  - Model effective essay and project writing for your pupils.
  - As a model who is aware of his function, what matters are your professional principles and the subject's obvious moral output.

CONCLUSION

The use of social media and other forms of social technology in the online construction and maintenance of social knowledge is the subject of contemporary research investigating the social constructivist viewpoint on education. Academic discourse follows certain socio-cultural norms, according to constructivists. These norms include providing supporting evidence, stating claims and hedging, reading literature to support one's claims, and responding to counter-claims. Because of their emphasis on the interconnected and interactive character of academic writing and their dedication to the reader's experience, constructivist methods are considered part of these standards. Citations are more than just a label; they are a critical component of the writers' critical process as they build their own works.

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