



PROFESSIONAL DEVELOPMENT OF TEACHER-TRAINEE TO MEET CHALLENGES OF SCHOOL TEACHING THROUGH CONSTRUCTIVIST APPROACH

ABSTRACT

The role of today's teacher has become very challenging, because of explosion of Knowledge and Technological Advancement seen in present scenario. The natural impulses, urges and drives in students have to be refined, modified, properly developed and directed in desirable channels so that the lamp of humanity continues to burn. There are many recommendations of education commissions or committees in respect of professional development of the teachers. NCERT in National Curriculum Framework 2005, have given priority to constructivist approach and also about the role of teacher as facilitator for learning. In this Paper the Review of research articles related to Constructivist Approach and Professional Development are explored. The Definitions of Professional development and Constructivist Approach is mention. Best Practices in Teaching-Learning and Evaluation through constructivist approach is explained, which includes main three steps they are Designing model, Implementing model and Evaluating model. Challenges related to Constructivist approach and possible Solutions of the challenges are also mention. It is concluded that child can construct knowledge of their own and linked with outside school life.

Keywords: *Constructivist Approach, Professional Development, Constructivist Approach Model, Challenges, Solutions.*

INTRODUCTION

Today in present world with the explosion of knowledge, it becomes necessary to get updated with new approaches of teaching and learning.

According to NCERT (2005) in the National Curriculum Framework, "Educational aims turn the different activities undertaken in schools and other educational institutions into a creative pattern and give them the distinctive character of being 'educational'. An educational aim helps the teacher connect her present classroom activity to a cherished future outcome without making it instrumental, and therefore give it direction without divorcing it from current concerns." Thus education must provide the means and opportunities to enhance the child's creative expression and the capacity for aesthetic appreciation. Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner. The curriculum needs to emphasise the processes of constructing knowledge. Sometimes it also happens that teaching something to child is cognitively readily taken away from learning it at a later stage. Children remember many facts but are unable to connect with the world around them.

PROFESSIONAL DEVELOPMENT

DEFINITION:

Merkle & Artman, (1983), "Professional Development is a planned experience designed to elicit new behaviours resulting in professional and/or personal growth and improved organizational effectiveness."

Drago-Severson (2004), "In its purest form, professional development provides learning opportunities and experiences for practitioners to enhance their skills, practice and learning to grow professionally and personally."

Hence, Professional development, is the specialized training given to teachers and other educators to develop professional skills, knowledge, competencies and effectiveness. It helps to become successful in their profession.

CONSTRUCTIVISM

DEFINITION:

Von Glaserfed (1995) held that there are two main components of the constructivist model: (1) learning is a constructive activity that students carry out and (2) the job of the educator is to provide opportunities for students to do so.

Chaille (2008) defined constructivism as a theory of learning that maintains that children construct knowledge via their interaction between their own ideas and experiences as it relates to their physical and social world.

Hence, Constructivism is teaching philosophy based on the concept that learning is the result of 'mental construction' learner construct in their mind by reflecting their personal experiences.

CONSTRUCTIVIST APPROACH MODEL FOR PROFESSIONAL DEVELOPMENT OF TEACHER TRAINEE

STEPS OF MODEL:

1. Designing:

- It should include organisers, participants and also stakeholders.
- Planning of Aims and Objectives at all levels, from Central, State, District and School.
- It should also ensure that, constructivist approach model take best information from needs objective of subject, content, assessments, ongoing evaluation, current research, time and money resources.
- Sharing the design with school community and teacher education institution.

2. Implementing:

- Teacher education institution, schools should incorporate constructivist approach into best practices.
- District and State level also constructivist approach should be practiced.
- Resources should be available to organise and implement.
- Constructivist approach should be part of everyday life at school.

3. Evaluation:

- For evaluation of model, the Aims and Objectives should be considered as standards for success.
- Team should be prepared for collecting, analysing and reporting data.
- Improvement should be done from findings.
- Criteria based evaluation should be done which may include teaching, student learning and student achievement gaps.

CHALLENGES FACED BY TEACHER TRAINEE DURING TEACHING THROUGH CONSTRUCTIVIST APPROACHES

1. Textbook :

Textbook is designed that gives more information and less activity for students, so that students and teachers both get less chances of constructivist approach. Teacher Trainee gets theory information of critically reviewing textbook of method.

Solution:

Teacher trainee should develop attitude to criticize textbook in real sense and develop their own understanding and their thinking be reflective. For example, Review of Science and Technology Textbook of std. 9. Both Internal and External Review of topics should be done on the basis of constructivist approach.

2. Link to outside school :

Students learn in classroom that is given in textbook but are not able to link outside school. They just crammed the textbook content that is not useful to real life. For example, chapter of banking in mathematics is studied but not given experience of real banking atmosphere.

Solution:

Teacher-trainee must be trained such that they link exposure to the media outside school. So, that bridge of what students know and what is the real situation is link with them.

3. Innovative Skills :

Most of the teacher training institutes are not able teach constructive approach of teaching due to lack of skilful experts. So, Teacher-trainee are not able to use skills in innovative way, so that constructive approach is followed.

Solution:

Use of Demonstration Method, Project Method, Experimental Method, Drama and Art, Songs Audio-video form, can be done to construct the knowledge within students.

4. Evaluation :

Teacher Trainee follows the old version of evaluating either by taking oral or by written test. Students fell stressed due to the fear of exam. Although the approach of continues comprehensive evaluation is worked out, but still the memory level is given more weightage.

Solution:

Constructivist approach will allow students to develop knowledge, skills, attitude through their reflective thinking. Use of Rubric and Portfolio should be done in school that is taught during B.Ed. training. Other ways are Open Book exam which focus more on applied Question and construct own knowledge.

5. Use of ICT in classroom:

Teachers trainee are not able to link constructivist approach through ICT. ICT is the vast field which link with communication and technological field. Although inclusion of EPC 3 Critical Understanding of ICT,

subject in new 2 year B.Ed. curriculum, teacher trainee are not able to increase their competency in just 6 months.

Solution:

NCTE, NCERT, GCERT, College of Teacher Education should provide proper training in pre-service session so that teacher trainees get best skills from experts. Also, Experts, Key Resource Persons, Resource Persons all should develop Teaching Learning Material of ICT, so that can be used in constructivist approach.

CONCLUSION

While engaged in process of learning child can construct his/her own knowledge, such can be linked with situation outside the school. Life skills education facilitating the development of psychosocial skills that are required to meet challenges of future will develop.

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