

## **CONSTRUCTIVISM**

Constructivism is a learning theory based on the philosophical current of the same name. The beginning of its development took place in the middle of the 20th century and its main advocates were Piaget, Vygotsky and Ausubel.

It is a theory that defends the learning process should consist of learning situations in which the learners are the center of the action. The teacher is merely a facilitator or moderator who helps students to create their own knowledge through their own experiences.

The basis of constructivism is that each child forms his or her own information through being in contact with different situations. Learning is individualized, as each person has a different way of perceiving reality. The teacher should look out for the interests of the group and create situations that encourage interaction with the environment and allow students to take an active role in their own learning process.

Jean Piaget argues that for learning to develop correctly, two steps must be followed: assimilation, whereby the child begins to experience and internalize a structure or information, and adaptation, whereby the child creates a schema or adds information to already created mental schemas in order to fully internalize what has been learnt. On the other hand, Vygotsky developed the zone of proximal development, which refers to the space between what the child already knows and what he or she can learn with the help of someone who already has that skill fully internalized. Finally, Ausubel created the theory of meaningful learning, which argues that learning should be meaningful and connected to what the learner already knows.

The opposite of this theory is what is known as behaviorism, in which the learner takes on the role of a receiver of knowledge. It is based on the responses provoked by stimuli, and is therefore based on the analysis of human behavior.