

# Behaviorism, constructivism, and socratic pedagogy

Sociology



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Knowledge can be considered as an indispensable part of our not only professional but also social and private life. According to the gist of studied theories, such as constructivism, objectivism, humanism, and behaviorism, the same piece of information can be represented and taught differently thereby the results and return from each approach can vary drastically.

With the help of carried out researches, it has been found out that human's ability to forget some information and fail to apply the knowledge which he or she has gained previously in specific situations is affected by experience and emotional background. Secondly, it has been proved by many scientists that availability and abundance of information, such as personal incentive that encourages the student to enroll in a course, the main goal of the lectures, student's preferences regarding offered activities, and learner's psychological reactions along with age, sex, and social background, play an extremely urgent role in the character of the final results. Therefore, it is fair to say that the more information a teacher acquires and implements the more positive return can be seen later on.

A lot of practical experiments show that student's perception, preference, and individual performance in the classroom depend on the teacher's psychological approach, ability to represent material in an interesting and active form, educator's tendency to provide creative tasks that are able to involve children in the learning process and teach them on practical ground. In this respect, it is quite a common and even a trivial situation, when it happens that a student dislikes and does not learn a subject only because an educator's teaching style, attitude, and treatment are not acceptable for this learner. That is why every teacher should be able to find the right approach to the audience, motivate student's activity and involve them in the studying

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process with the help of variable assignments instead of simple test-taking practice.

One of the most important factors that cause its impact on the student's perception and memorization of information is the environment in the classroom. Hence, in case there is a very strict objectivist educator who is prone to reject any student's conjectures except the real one and even punish children for their wrong answers when the learners decide to show initiative, later on, students will not display any desire to be involved in any discussions and debates, instead of this they will just listen to the teacher, remember some facts and forget most of them. The monotony of the lecturers' style and their categoricity manage to eradicate student's motivation and any desire for learning. Therefore, being a teacher it is significant not to scare away children's initiative and intention to broaden their own knowledge base.

It is well-known that our current educational system is overwhelmed with routine tests that are considered to be a primary indicator of student's educational attainments while numerous scientists have proved that test results do not judge the learner's performance at all. Corruption of the educational system and students' tricks and cheatings that help to pass standard tests successfully can not evaluate people's knowledge of the subject adequately. Consequently, a change that will force teachers to step away from test-taking practice and switch to more interesting tasks is required.

According to the thinking of expert teachers, behaviorism, and constructivism along with a study on the brain activity of the learners can benefit the teaching process and help to achieve more favorable results. It is <https://assignbuster.com/behaviorism-constructivism-and-socratic-pedagogy/>

imperative to notice and appraise student's behavior and create a stimulus for studying. Frequently, with a highly professional and encouraging approach, an educator may cause interest of the student to the specific course and later on even be a decisive factor in a student's choice of the future occupation. In case a teacher has managed to activate the initiative of at least one student and achieve child's attention, curiosity, and intention to be involved in a dialogue between a teacher and audience, such educator can easily say that their teaching practice is effective and all their strengths are not in vain.