

ROLE OF A TEACHER IN A CONSTRUCTIVIST CLASSROOM

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Abstract: The article think about the essential part of an instructor is to construct a collaborative problem-solving environment in which learners appear dynamic support in their learning handle. From this perspective, a teacher acts as a facilitator of learning rather than an instructor. The teacher guarantees he/she knows around the students' preexisting information, and plans the instructing to apply this information and after that construct on it.

Key words: Authentic material, ESL classroom, context, teachable moment

Framework could be a vital angle of successful educating, by which the grown-up habitually alters the level of bolster agreeing to the students' level of execution. Within the classroom, platform may incorporate displaying a capacity, giving signals or clues, and adjusting movement or fabric.

In a constructivist classroom, the teacher's part is to act as a facilitator or direct instead of a speaker or container of data. The teacher's primary duty is to form a learning environment that empowers understudies to develop their possess information through investigation and request.

This includes giving platform, which can take the frame of displaying a capacity, giving prompts or hints, and adjusting movement or fabric to meet desires of person understudies.

The instructor moreover energizes understudies to collaborate with one another, share their thoughts, and reflect on their learning encounters. By doing so, the instructor makes a difference understudies create basic considering abilities, problem-solving capacities, and a more profound understanding of the subject matter.

Another critical part of the educator in a constructivist classroom is to encourage the zone of proximal improvement (ZPD) for each understudy. This

implies that the instructor makes a difference under studies work on errands that are fair past their current level of understanding, but still inside their reach with direction and back. By doing so, under studies are able to extend their capacities and create unused aptitudes, whereas feeling challenged and locked in within the learning handle. The educator may utilize an assortment of methods to encourage the ZPD, such as platform, modeling, and giving input. Academic Destinations of Constructivist Learning Environment.

Taking after are the academic goals of constructivist classrooms:

- To offer involvement nearby the information development prepare (learners choose how they will learn).
- To offer involvement in different measurements (attempting out elective arrangements).
- To empower learning in practical settings (truthful assignments).
- To energize students' choice and proprietorship within the learning handle (learning is student-centered).
- To incorporate social involvement in learning (collaboration).
- To consolidate different strategies of representation (content, sound, video etc.)
- To give an understanding of the information development prepare (metacognition, reflection).
- The negligible direction related with the constructivist learning hypothesis goes against the hypothesis of direct instruction which encompasses a part of evidence to bolster it. Instructing strategies such as disclosure based educating don't have as much experimental prove to bolster them.
- The success of such teaching techniques depends on an effective collaboration among learners. In case a learner isn't willing to require a central part and collaborate with others at that point the methodology might not work.
- Teachers act as a facilitator or direct;
- Small numbers of under studies in learning bunches;
- Shared knowledge between teachers and under studies;

- Sharing of specialist between understudies and instructors.

In expansion, you might need to think almost employing a mental representation such as Writer's Piece to bolster the dynamic development of information.

Constructivist classrooms are as a rule exceptionally distinctive from other sorts of classrooms. Constructivist classrooms pay consideration to understudies interface and intuitively learning. They include to students' pre-existing information and are student-centered. In valuable classrooms, instructors associated with understudies to direct them to construct their information, they energize transaction approximately what understudies got to accomplish victory and understudies for the most part work in bunches.

A constructivist approach to instruction sees learners as dynamic, competent, capable, and capable. It tends to persuade learners to memorize by 'doing', which leads to memory maintenance, basic considering and engagement. Taking after are the most benefits of utilizing Constructivism Learning Hypothesis in a classroom.

- Students are seen as able learners and are persuaded to apply autonomous, basic and inventive considering. This will bring more satisfaction to the learning prepare.
- Teachers recognize that learners require separated and focused on lessons concurring to their cognitive status.
- Through Piaget's stages, new and fill-in instructors can rapidly figure a student's capacity level based on his age.
- Developing understanding is regularly treated as a child-led learning travel.
- Students generally discover constructivist learning approaches to be more energizing and agreeable as they learn by doing instead of memorizing or sitting. The learning encounter is regularly more locks in.

One of the key figures within the improvement of constructivism is John Dewey, who accepted that instruction ought to be centered around the learner and their encounters. Dewey accepted that learning should be intelligently which

understudies ought to be empowered to investigate and find modern data on their possess. This approach to instruction is adjusted with constructivism, which emphasizes the dynamic part of the learner within the learning prepare. By consolidating the standards of constructivism and the thoughts of John Dewey into the classroom, teachers can make an environment that cultivates basic considering, issue understanding, and imagination.

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