TRANSITION FROM TRADITIONAL LESSON TO CONSTRUCTIVE LESSON, IE. TRANSITION FROM TEACHING TO LEARNING

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Abstract: At the beginning of the 21st century, educational system in Azerbaijan was reconstructed and modernized. The usage of innovative teaching technologies, ICT and pedagogical technologies, the application of active, project, problem and constructive teaching are considered one of the essential issues. New pedagogical studies should be carried out in order to solve these problems and to find out their being effective. In the traditional way of teaching which was applied for centuries, the teacher was required to transfer knowledge and the students were required to remember and apply their knowledge properly.The traditional way of teaching was based on pragmatism - one of trends of the education philosophy ie. the teacher was in the center of the teaching process, the pupils were acquiring knowledge passively, teacher-student relations were like subject-object.

Therefore, it is right to abandon traditional way of teaching completely because it is a teaching theory and in this teaching process which is based on theory mental skills of cognition such as knowledge, comprehension, and application are improved. If we want to train a high-thinking personality according to the requirements of the technological community, we must build up the training process on the principles teaching theory together with the principles of learning theory.Together with memory, application, comprehension, we must improve the highest level of thinking: That is, we have to put into practice the analysis, creation and evaluation mechanisms which are considered the highest levels of cognition. When we attach much importance to the mental acttivities such as analysis, creation, and evaluation in addition to the knowledge at the lesson, the traditional lesson is transformed into an innovative – constructive lesson

Keywords: Constructive learning, pragmatism, creation, evaluation, Blooom's taxonomy, theory of learning, teaching theory.

Introduction

At the beginning of the 21st century, educational system in Azerbaijan was reconstructed and modernized. The usage of innovative teaching technologies, ICT and pedagogical technologies, the application of active, project, problem and constructive teaching are considered one of the essential issues. New pedagogical studies should be carried out in order to solve these problems and to find out their being effective.

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In this way of teaching, much scientific information is provided within a short period of time, difficultly comprehended knowledge is explained to the students in detail (minutely), time is saved and pedagogical processes are managed effectively. Therefore, it is right to abandon traditional way of teaching completely because it is a teaching theory and in this teaching process which is based on theory mental skills of cognition

such as knowledge, comprehension, and application are improved. The results of the teaching theory are placed at the lowest level of Bloom's cognitive taxonomy.

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Constructivism being one of the pedagogical - philosophical trends is a theory of learning (J. Piaget) and while delivering a lesson with the help of constructive teaching based on this theory (F. Bunyatova), pupils are given the opportunity of creating new knowledge based on their acquired knowledge. The principles of three philosophical trends - pragmatism, progressiveism and constructivism are used. In pragmatism, ways of teaching, methodological approaches; in progressiveism, pupils' engagement; and in constructivism, pupils' thought and intellectual activity is emphasized. It proes that each knowledge should be understood, consolidated(praqmatism) by the pupil, knowledge should be discussed within the team and at classes (the signs of progressivism), and mental actions should be cariied out to build up new personal knowledge (constructivism).

In this case, teaching (pragmatism) is transformed into comprehension (cognitivism), cognition is transformed into creativity (constructivism), and adds a new level – creativity- to the levels of J.Bloom's cognitive taxonomy (knowledge, comprehension, analysis, evaluation).

Methods

On the example of a constructive lesson we want to show the process of creating new knowledge. 3rd class Azerbaijani language lesson: a fragment from a constructive lesson. The teacher clarifies in advance the logical relationship between the students' knowledge, and determines to which conclusion they will come by completing this relations with other relations, attitutedes, similarities, and how they will elucidate their own acquired knowledge. It was evening. The children returned to the village.
Q: What kind of are sentences they?
A: Simple sentences
Q; Can we combine these sentences?
A: Yes, we can combine.
A: No, they can't be combined.
The answers are different.
T: When we combine two words, we have a compound word. The sentence consists of words. If the words are combined and a compound word is formed, then can sentences combine to form a sentence?

The answers are discussed and they decide that they can be combined.
T: If we combine, what kind of sentences will they be?
 A: One sentence with two sentences.
Here is the supplementary information by the teacher:
There are two simple sentences in this sentence. Such sentences are called composite sentences. Composite means that the sentence is composed of several parts. This supplementary information by the teacher creates a complete scheme of their present knowledge with their future knowledge (knowledge from the 5th class).

The teacher asks logically sequenced by going into the theme's sturcture and makes students think while switching from one structure to another. The questions are problematic in order to think over and come to the conclusion. In this fragment, we saw the relationship between acquired knowledge and future knowledge.

Another example. Beginning from the ontogenesis of knowledge about equation till the finding process of the sum are discussed in order to assume the rule. Then multiplicative and substitution operations of constructive teaching are used. In order to apply this rule in another field, pupils are given the following logical task: (primary school, 4th grade)

Generelizing and logically reasoning of the teacher's discussion. Thus, to solve the equation *6 · x = 24,* we divide the sum *24* into multiplier *6* and we had *4* in solution. Then what kind of equation will we have if we replace the multiplier *6* in this equation by the letter *a* and the sum *24* by letter *b*?

A: the equation $ax = b$

Q: How do we solve this equation?

A: $x = b:a$

Q: What steps did we take to transform the equation $6 \cdot x = 24$ into $ax = b$ and to solve it?

A: 1) first in order to find x, $\mathbf{24:6 = 4};$ $\mathbf{x = 4}$;

     2) we substituted the numbers for letters and we had got equation $ax = b$; as we substituted numbers, we applied the same rules to the letters we did the numbers. And so we got $\boldsymbol{x = b:a}$.

The pupils created new knowledge based on the given questions, the students were able to draw a new algebraic expression from their knowledge about equation. Afterwards, their acquired knowledge is consolidated. To achieve this goal, to consolidate their knowledge, they are asked to apply this knowledge to the tasks.

1) 10 · x = 50;   2) 28 : x = 14

3) □ = □   4) x :   =   □ □ □

5) □ = □ ;   6) □ :   =   □ □ □ □ □

The first and second assignments are directed to the consolidating of knowledge. The third and fourth tasks are directed to comprehension and help to discover pupils' mathematical abilities. The fifth and sixth tasks are creative, and the pupils themselves build up examples.

Recommendations

The main purpose of the national curriculum applied in Azerbaijan is to acquire knowledge. Acquiring itself means to reflect the given knowledge. As a result of the research carried out at the lesson, there is a great gap between the acquired knowledge and its understanding and emerging. The main reason for this gap is that the tasks given in the textbooks are inclined to reflect and apply knowledge.

The lack of creation of knowledge means that the students do not possess these mental abilities. If the assignments about these questions are included in the textbook, if the teacher has a mechanism to create them in the classroom, and if they are applied at the classes, then the quality of the teching will significantly increase, and the growing generation will not only acquire knowledge, but also they will be creative persons.

Thus, the transition from teaching to learning is a way from pragmatism to a constructive way of thinking, and in the result the teacher's thoughts and the student's thoughts will also logically improve.

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