THE ROLE OF THE TEACHER IN THE MAIN THEORIES IN PEDAGOGY OF THE 21ST CENTURY

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ABSTRACT

The papers are similar, different, and how the views of each of them have influenced the world of education. This article highlights of the role of the teacher in the main theories in pedagogy of the 21st century.

KEYWORDS: *Constructivism, Externalization, Various Media, New Technologies, Communication*

INTRODUCTION

Piaget analyzed what was common in children's ways of thinking at different stages of development and described how this commonality developed over time. Basic ideas of constructivism:

- The teacher should never dictate actions to the child, because the child hears and interprets from the point of view of his individual knowledge and experience. Teachers don't control it. Whether teachers like it or not, learning doesn't happen as a result of teaching.

- Knowledge is an experience that is consciously built through interaction with the world (people and things). Knowledge is not information, and building knowledge is not processing information.

- A good teacher is someone who encourages students to explore, express, exchange ideas, and finally expand their views from within, to think globally. Children need exceptionally good reasons to abandon their basic worldviews; they cannot be easily transformed under the pressure of authority.

Vygotsky added another dimension to constructivism. He believed that people learn, thrive, and develop relative to others. Vygotsky's theory emphasized the positive influence of upbringing

and well-developed adults on the growing mind of a child. He considered the intellectual development of the child as a constructive process.

The main difference between the two theorists is that Vygotsky focuses on how the presence of an adult or a peer with more experience can speed up and improve a child's independent learning.

The zone of immediate development is a key concept developed by Vygotsky and designed to inform educators/adults about how far they can go to help others. It is a social interaction that facilitates the use of psychological tools available to students. Vygotsky wrote that students share their experiences with others before mastering them and understanding them for themselves. Their development goes from socially-oriented to egocentric.

Papert used what Piaget had learned about children to form the basis for his reinterpretation of education in the digital age. Constructivism adds to the idea that education is particularly successful in a context where the student is consciously engaged in the construction of a public object, whether it is a sand castle on the beach or a theory of the universe.

The externalization of thoughts and ideas is just as important to Papert as the internalization of actions is to shape ideas. Papert focused on what needs to be taught through design and practice.

Constructivism explains how ideas are formed and transformed, how they are expressed through various media, actualized in certain contexts, and explored by people.

George Siemens and Stephen Downs worked together on the theory of connectivism to describe learning channels. Connectivism supports the view that knowledge is distributed over a network of connections, and therefore learning consists of the ability to create and traverse these networks. To understand connectivism (or social connectivism), you need to understand what makes up these networks.
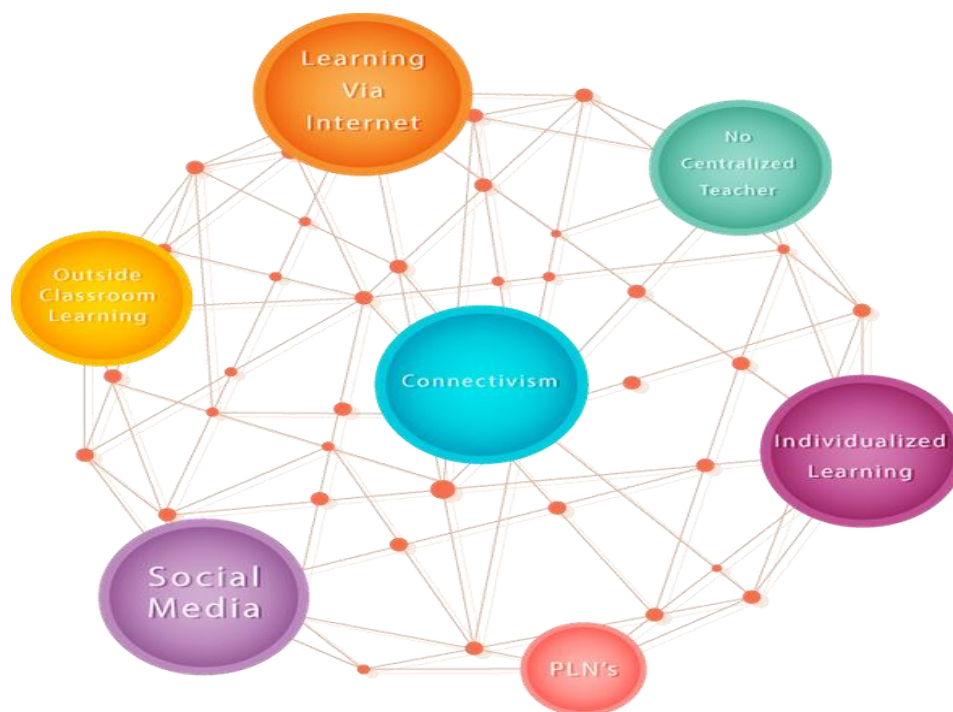
Downes work identifies three main areas that make up communication theory – knowledge, learning, and community.

- Knowledge considers the cognitive properties of connections. In humans, this knowledge is found in the connections between neurons. The connections between people and their artifacts are social knowledge. Network knowledge exists as a result of pattern recognition, which develops in a network of connections and interactions.

- Learning is about creating and eliminating relationships between connections, or changing the strengths of those connections. Learning theory describes how connections are established or regulated. Downes believes that there are probably endless combinations of ways to learn, and for anyone, they are extremely complex.

- The community concept defines the conditions necessary to create effective relationships. Connections are effective if they can learn, adapt, and avoid stagnation.

Connectivism is a theory about how learning happens in the digital age. Research in traditional learning theory falls in an era when network technologies are not yet known.How will learning change when, thanks to the growth of knowledge and new technologies, many of the tasks that we previously performed were completely modified?

The industrial model of education was based on conformity and knowledge acquisition. There is no place for conformity in the 21st-century educational community. Creativity and self-expression are more highly valued, and it is the cooperation of diverse people within societies that helps them function most effectively, rather than the cooperation or cohesion required of an industrial-age community.

Connectivism as a theory explicitly rejects the idea of content that must be acquired or remembered. To study in a connectives course means to grow and develop, to form a network of connections in oneself. Connectives learning is a process of immersion in the environment, discovery and communication, the process of pattern recognition, and not hypotheses and theories of formation.

Here are the basic principles of connectivism:

- Learning and knowledge require a variety of approaches.

- Knowledge can exist outside of a person. Technology helps us, helps us in learning

- The ability to learn new things means more accumulated knowledge. The ability to expand is more important than the accumulated experience.

- learning and learning happen all the time — it's always a process and never a state

- A key skill today is the ability to see connections, recognize patterns, and see meanings between areas of knowledge, concepts, and ideas.

- Timeliness (accuracy, updating of knowledge) is a necessary feature of modern education.

- Learning is decision-making. Through the prism of changing reality, we constantly have to make choices about what to learn. The right choice today may turn out to be a false choice tomorrow, because the conditions under which the decision was made have changed.

Both theories of learning have a common understanding that the transfer of knowledge from teacher to student is no longer relevant. They all see learning as an active process, and the product is the learner focused on creativity, creation, developing ideas relevant to their world, and reflecting their activities in the appropriate environment.

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