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## The Re-conceptualization of Cooperative Learning in an Inquiry-oriented Teaching

Cestmir Serafin<sup>a\*</sup>

<sup>a</sup>*Faculty of Education, Palacky University, Zizka sq. n. 5, 771 40 Olomouc, Czech Republic*

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### Abstract

Ways of teacher training and content of the disciplines on the one hand, and the ability of teachers to systematically and comprehensively update submitted to the curriculum, on the other hand puts on the current teacher of the large professional and subject-didactic demands. The current approach to teaching, modern methods and procedures focus on a proactive approach. Teaching and learning activities, today, in most cases, supported by modern information and communication technologies to lay emphasis on innovative practices, which are close to the current young generation and allow it to better handle quite a vast area of knowledge, knowledge and skills. This concept in the functions of education, but today requires re-conceptualization, i.e. changes in the areas, which sets the barrier.

The article deals with the identification of the ways to solve these problems, for example, in changing the way of teaching with the use of the general perception that they are the natural science and technical subjects in comparison with by considered to be practical, useful and promising. The problem is that it is the pupils considered to be challenging and they believe that their study is a necessary prerequisite talent. Research has proved that a certain role is also played by the incentive of the action of the teachers. It is therefore necessary to motivate teachers to try to stimulate the interest of pupils.

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\* Corresponding author. Tel.: +420 585 635 801.

E-mail address: [cestmir.serafin@upol.cz](mailto:cestmir.serafin@upol.cz).

## 1. Introduction

The current approach to teaching, modern methods and procedures focus on a proactive approach. Teaching and learning activities, today, in most cases, supported technologies, and in particular the modern information and communication technologies to lay emphasis on the for innovative procedures, which are close to the current young generation and allow you to better manage even a relatively extensive area knowledge, knowledge and skills. This concept in the functions of education, but today requires re-conceptualization, i.e. changes in the areas, which sets the barrier:

- in the education system;
- in the interdependence of the elements of the education system;
- in personal development;
- in preparation for a job.

As the goal is generally accepted pursuit of efficient education of the current young generation at all educational levels so as to possess the knowledge and skills necessary for personal and civic life in modern society and to give them their education at the same time it has helped to a good application of the current and future labor market. On this vision built the strategy should be touching the pupils and students at all levels of the school system from pre-school to after tertiary education, and the need to ensure that the educational system in general (Ministry of education CR - 1, 2010) :

- create a safe and stimulating environment and encourage children, pupils, students and other participants in the education of the learning during the whole life;
- allow the entry of children into pre-school education from the lowest age and early intervention in particular, it supported the participation of children from disadvantaged backgrounds;
- ensures good availability and accessibility of all levels of schools for all social groups;
- does not allow the formal differentiation of the educational paths at lower levels of education;
- especially at lower levels of the educational system is focused on the development of fundamental knowledge, skills, abilities and attitudes, by means of which pupils will be able to establish another, specialized education;
- supported an equal chance to make the transition to tertiary education from all types of secondary education;
- on the basis of knowledge of the needs of the labour market formed the basis for the long-term employability of graduates and the conditions for easier transition to the labour market of those parts of the education system, their pupils and students for the immediate application of the preparing;
- supported the individual to be able to at any time in the course of your life education supplement, enhance or extend (special attention should be paid to the persons with incomplete education of the lower grades).

## 2. Constructivism and its Image in the Preparation of the Future Teachers

Constructivism is usually seen as: "wide current theories in this sense, it is also interactive theories, which defied description of empiricism and nativism. In didactics is one of the dominant contemporary paradigms, dividing into several streams" (Průcha, Walterová, & Mareš, 2001) .

The basis of constructivism in a professional that means that school practices can be fully identified with the process of active construction of knowledge through its own activities, the student and also by sharing knowledge with other pupils in a group. According to Nezvalová (2005), the individual is a new experience creates, on the basis of past experience and interaction with the surroundings. This will form a self-schema enable the understanding and classification of these new facts into the previous structures. For the main starting points can be considered the following propositions (Nezvalová, 2005):

1. Knowledge of the learner, the individual actively constructed.
2. Learning can be both individual and social matters.
3. Learning is a process of self-regulation, when each individual learns in a different way and according to their own choices with regard to external circumstances.
4. Learning is a management process that enables a person to understand the world.

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