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Luis Ernesto Paz Enrique y María Luisa Leyva Hernández
Universidad Nacional Autónoma de México
México

Constructivism as an approach in educational psychology

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Luis Ernesto Paz Enrique y María Luisa Leyva Hernández
Universidad Nacional Autónoma de México
México

Luis Ernesto Paz Enrique
UNAM
Correo: luisernestopazenrique@gmail.com

Licenciado en Ciencias de la Información. Estudiante de Maestría en Docencia para la Educación Media Superior en la especialidad de Filosofía. Universidad Nacional Autónoma de México. Fue profesor e Investigador Asistente desde 2015 hasta 2021 en la Carrera de Licenciatura en Ciencias de la Información de Universidad Central "Marta Abreu" de Las Villas, Cuba.

María Luisa Leyva Hernández
UNAM
Correo: marialuisa.lh97@gmail.com

Licenciada en Educación Secundaria con Especialidad en Formación Cívica y Ética. Estudiante de Maestría en Docencia para la Educación Media Superior en la especialidad de Filosofía. Universidad Nacional Autónoma de México. Ha participado en varios eventos científicos relacionados con el área de las ciencias pedagógicas y de la educación.

Contribución de los Autores

Luis Ernesto Paz Enrique. Conceptualización (líder), análisis formal(líder), investigación (igual), metodología (líder), redacción - borrador original (igual), redacción - revisión y edición (igual). | María Luisa Leyva Hernández. Conceptualización (apoyo), investigación (igual), metodología (apoyo), redacción - borrador original (igual), redacción - revisión y edición (igual).

Datos de Filiación de los Autores

Universidad Nacional Autónoma de México

INTRODUCTION

Mr. Editor:

Constructivism as a psychopedagogical perspective does not in itself constitute a specific paradigm or theory. This is evident in the published scientific literature where there is no consensus regarding the conceptualization of the constructivist approach. It is based as a referential - explanatory framework in the field of education. It takes as a principle that the subjects of the teaching process build a large part of what they learn and understand. This perspective leaves the authors Piaget and Vygotsky with the theory and research on human development.

The present study focuses on analyzing the perspective raised by the authors Urrutia-Aguilar, Jaimes-Medrano and Aburto-Arciniega (2022) on the resilience of high school teachers. In the study are not analyzed the potentialities of constructivism as a perspective in educational psychology. This would have favored the continuity of the educational teaching process. Consequently, there is a set of paradigms and theories that favor autonomous learning, mainly for high school students.

BODY

The constructivist theoretical perspective focuses on analyzing the ways in which knowledge is constructed according to the psychosocial needs and ages of those involved in the teaching-educational process. It is about centering the process on the subjects and on the ways in which they build their learning experiences, rather than on the ways in which it is transmitted or educated. In the opinion of Emery Hyslop-Margison and Johannes Strobel: strictly speaking, constructivism is not a theory but an epistemology or philosophical explanation about the nature of learning (Hyslop-Margison & Strobel, 2008). The above definition is typical of the lack of consensus and inconsistency in terms of constructivism conceptualization (Harlow, Cummings & Aberasturi, 2006; Tunal, Hernández & Paz, 2021).

The starting point of this perspective is that subjects create their own learning (Santiago, 2019). It is argued that there are no absolute truths, so empirical knowledge, discovery and experimentation are used as ways to achieve learning. This assumes that people build knowledge from their individuality, resulting in the perspective of situated teaching or learning. Within constructivism three perspectives are evident, they are observed in Table 1.

Table 1
Perspectives of constructivism

PERSPECTIVES	CHARACTERISTICS
Exogenous	The acquisition of knowledge represents a reconstruction of the external world. The world influences beliefs through experiences, exposure to models, and teaching. Knowledge is accurate to the extent that it reflects external reality.
Endogenous	Learning is derived from previously acquired knowledge and not directly from interactions with the environment. Knowledge is not a mirror of the outside world, but develops through cognitive abstraction.
Dialectic	Knowledge is derived from interactions between people and their environments. Constructions are not invariably linked to the external world or entirely to the workings of the mind. Knowledge, rather, reflects the results of the mental contradictions that are generated when interacting with the environment.

Source: own elaboration of the authors.

Situated learning within dialectical constructivism highlights the importance of social contexts for learning. What is learned is tied to the situation in which the learning occurs and is difficult to apply in new settings. Situated teaching constitutes a challenge for educational practice and psycho-pedagogical thought as it constitutes a mediation with the cultural context (from the dimensions of everyday life and the professional). Currently, the conception of the teaching-learning process from paradigms focused on instruction have not favored knowledge to be located according to the needs of the participating subjects. The fact of placing the content implies a resizing that starts from the school curriculum to a real life situation.

CONCLUSIONS

The social situation of student development includes the triad school - family - community, therefore the situated perspective allows to dynamize the academic environment where the scholastic paradigm is still reproduced. Likewise, it is argued that it acts as a motivational agent against teaching - learning and social commitment, be-

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cause they are really actively involved in the construction of their knowledge.

Implementing the situated vision requires coherent, significant and purposeful educational practices that favor increasing the degree of cultural relevance of the activities in which the student participates. For this reason, learning with meaning and above all applicability is essential. As long as students and teachers acquire belonging in a community of practice and reference. Teaching situated within constructivism as a psychopedagogical perspective allows the use of the integrated curriculum where students can acquire knowledge from various areas and disciplines. Following this line of thought, argumentation, for example, can be analyzed from philosophy in discourse analysis, from linguistics and literature in the construction of arguments, from history analyzing texts and speeches, among others.

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