

## عنوان مقاله:

Constructivists and Language Curriculum Development

## محل انتشار:

همایش ملی زبان ، ادبیات و ترجمه در آموزش و پرورش (سال: 1394)

تعداد صفحات اصل مقاله: 8

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## خلاصه مقاله:

Dissatisfaction with the previous and traditional educational systems proposed by Maftoon & Shakouri (2013) which focus on predetermined bodies of knowledge and also power and politics often dictate constructivist path in education to hold way which focus on the students ' interests and experiences as well as the content to be learned or as it is mentioned by (Chatterja, 2007) the delivery of content , where the role of teacher is to manage the delivery and covering the curriculum and consequently the development of two skills of memorization and repetition is claimed may not be adequate for today's world and so the increasing influence of constructivism can be seen across the school or a shift from a rather pure (۲۰۰۷ ,curriculum. So it seems that curriculum reform as mentioned by (Avenstrup behavioristic to a constructivist approach is of vital importance. So what becomes the curriculum should be neither prescribed nor described but negotiated and developed from scratch between teacher and learner. Here the teacher is a learner among learners . The change to participatory, enquiry and discovery (۱۹۹۹ ) as mentioned by Nunan methods in the classroom and negotiated learning and assessment, is a change to the gradual sharing of power in the classroom instead of the authoritarian teacher and subservient learners. It is democratic learning processes (Dewey (۸ .cited in Avenstrup, 2007) which need a democratic school and managerial environment if they are to thrive. ( p

## کلمات کلیدی:

constructivist, behavioristic approach, curriculum reform, educational systems

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