

EXPERIMENTAL AND EXPERIENTIAL LEARNING, AN ACTIVE TEACHING METHOD IN THE THIRD GRADE

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Abstract:

Experimental and research-based lessons provide the teacher with an opportunity to adapt the lessons to students, while simultaneously considering their ideas through various didactic approaches. Teachers should include as much practical work as possible. In the first triennium of primary school, students have the possibility to develop social skills, apply their experience and knowledge, be active to various degrees, and independently test, observe, and explore. Research work is based on training the students to search for and discover new things. Such classes facilitate thinking, experiencing, motivation, and creativity. By researching, students upgrade their knowledge on nature and its processes, develop observation skills, formulate questions, and experiment. They also develop logical thinking and participate in the actual work. This article presents a best practice example of teaching and learning on the basis of a didactic teaching strategy. The active method of teaching experimental research work in third-grade environmental studies was used. The implemented lesson has shown that students are able to find the correct solutions through their hard work, research, and experimenting. The teacher needs to motivate and guide them through the process of experiential learning. The students must find the solutions by searching for the answers themselves. It is important for teachers that vertical connections among staff are present in the school, as this way they can help each other and exchange ideas.

Keywords: experimenting, research, experiential learning, logical thinking, active students