

# Application of mathematics: Bruner's Learning Theory

Komal Thind\*

Editorial Office, Statistics and Mathematical Sciences, India

## Editorial Note

Received date: 08/03/2021

Accepted date: 12/03/2021

Published date: 18/03/2021

### \*For Correspondence:

Komal Thind, Editorial Office, Statistics and Mathematical Sciences, India,  
E-mail: jitsimran70870@gmail.com

## EDITORIAL NOTE

Bruner has published numerous works on language comprehension, concept creation, and reasoning, as well as making significant contributions to the systematisation and scientification of cognitive psychological theory. He is a founder of cognitive psychology and an example of how psychological ideas are applied in teaching. He progressively developed the paradigm and theory of "discovery learning" on the basis of analyzing and inheriting Dewey J instructional ideas, as well as his long-term study. The goal of mathematics instruction is for pupils to master the structure of mathematical knowledge in a thorough manner. Students should be guided to investigate and learn via hands-on experiences, reasoning, and presentation by mathematics teachers who actively create conditions in the classroom. Students go from passive acquiring knowledge to active discovery and autonomous research.

Instructional Process (1960), The Relevance of Education (1971), and Learning Theory Discussion (1980) are his most prominent writings on education (1966). And the Educational Method is a book that offers structuralism's view of learning as well as perception's technique of cognitive. The latter two, on the other hand, provide additional clarifications of particular concepts in the learning system. Bruner explains how the mind works in general. He argues that acquiring a concept or a piece of information entails three phases that occur virtually simultaneously. Students demonstrate Bruner's cognitive organization acquisition theory quite effectively while learning geometry information. Bruner argues that education is the structuring and reorganisation of cognitive structures and that knowledge is the connecting of comparable objects and organising them into significant systems. Information acquisition is the process of instilling in students the knowledge structure of all disciplines. According to Bruner, cognitive structure is a psychological structure produced in the course of human actions to recognise external factors, and it is a general manner for individuals to see and generalise the actual physical world. Bruner refers to mental organization as "representation," and believes there are three sorts of representation: action representation, picture representation, and symbolic representation. The term "behavioural characteristics" refers to the use of action to perceive the universe. For example; a two-year-old newborn frequently uses movement to understand the world.

Students gain a successful expertise and realise their feeling of self-value through this process of individual inquiry and cooperative knowledge acquisition. As a result, teachers must deliberately create settings that encourage pupils to alter their teaching methods. Learning will transition from passive reception of knowledge to research methodology and autonomous inquiry becoming truly self-contained activity.