# Major Beliefs of Vygotsky

1)     Education ,which includes both human teaching/learning and upbringing , is intended to develop a child's  personality;

2)     Human personality is linked to its creative potentials; therefore, the development of the personality in the education system demands first of all the creation of conditions for discovering and making manifest the creative potentials of students;

3)     Teaching/learning and upbringing assume personal activity by students as they master a variety of inner values;

4)     The teacher and the upbringer direct and guide the individual activity of the students, but they do not force or dictate their own will on them. Authentic learning is a collaboration between children and adults;

5)     The most valuable methods for students' learning and upbringing correspond to their developmental and individual particularities, and therefore these methods cannot be uniform

# Beginning of Constructivism

Constructivism emphasizes that individuals learn best when they actively construct knowledge and understanding in light of their own experiences.

Jaspers's Last Day

**Great constructivists: Piaget, Brunner and Vygotsky**

**Vygotsky: Russian 1896-1934. He was 37 when he died.**
**His work did not reach the West in translation until the 1960's.**
**Russian society that was Marxist and collective in nature did not like his focus on the individual. His work was not popular.**

Vygotsky believed that developmental processes do not correspond with learning processes. Rather, the developmental process lags behind the learning process; this sequence then results in zones of proximal development.

He believed that language is the most important tool that mediates cognitive functioning.

He believed that cognitive skills originate in social relations and culture. A child's development is inseparable from social and cultural activities.

Knowledge is distributed among people and environments. Therefore knowledge is best learned through interaction with others in cooperative activities.

Zone of Proximal Development- It is the term for the range of tasks that are too difficult for children to master alone but that can be learned with guidance and assistance from adults or more- skilled children.

Scaffolding-A technique of changing the level of support, such as adjusting the amount of guidance to fit a student's current performance level.

Language- Vygotsky believed that young children use language not only for social communication but also to plan, guide, and monitor their behavior in a self-regulatory manner. The use of language for self-regulation is called inner speech or private speech.

# Cultural Historical Theory

The development of human personality takes place during its upbringing and teaching, and has a specifically historical character, content and form; therefore, in different historical eras, we see different types of individual psychological development

Second, the development of a personality takes place during changes in the social situations of a person's life, or during changes in the types and kinds of his social activity. Hey Little Ant

Third, the basic form of carrying out activity is in joint-collective enactment by a group of people through their social interaction.

Fourth, the individual way of carrying out activity is the result of internalizing its basic form.

Fifth,, an essential role in this process of interiorization is played by systems of signs and symbols, created through the history of human culture.

Sixth, the assimilation by a person of historical values of material and spiritual culture in the process of that person's teaching and upbringing takes place through that person's carrying out of personal activity in collaboration with other people.

The adult, either the teacher or the upbringer, using the possibilities of the social milieu in which the child lives, can only direct and guide the child's personal activity with the intent of encouraging its further development.

The teacher is active, the child is active and the milieu is active.

Can you give examples from your teaching experience where you felt that you saw the value of constructivist teaching?

Can you give examples from you teaching when you would not use a constructivist approach?

# Questions

How does standardized testing impact constructivist teaching practices?

What types of assessment are best to support constructivist teaching?

How does constructivist philosophy impact approaches to discipline?

Why is the teaching of collaboration skills important for a constructivist classroom?

What skills should teachers have when using a constructivist approach?