

**THE PARADIGM OF THE PSYCHO-CENTRIC PEDAGOGY
IN EASTERN EUROPE**

Aura HAPENCIUC

Ștefan cel Mare University Suceava, Romania

aurahapenciuc@yahoo.com

Abstract

The purpose of the paper is to highlight the evolution of the psychocentric pedagogy paradigm in the modern and postmodern eras. Although they are historically integrated in the modern era, the analyzed pedagogues, L.S. Vygotsky and P.I. Galperin and D. Elkonin, have a recognized influence at the level of postmodern (contemporary) pedagogy.

The epistemological foundations of a science, especially a socio-human science, relate to the fundamental concepts, which define the object of study, the normativity and the research methodology. The specific object of study of pedagogy is the formation of the educated, mediated by the educator in the socio-cultural environment favorable to the optimal development of the educated in the “zone of proximal development”, in constructivist psychological pedagogy, in the achievement of education / training / learning at the level of the optimal ratio between information (with content non-psychological object) and pupil training (which has a psychological content), in the psychological pedagogy of mental actions, and play, as a psychological and pedagogical activity specific to preschoolers and young schoolchildren and in the psychological pedagogy of play.

Regarding the specific pedagogy normativity, the paper highlights the basic principles used by the three representative pedagogues, by “creating the scaffolding”, for L.S. Vygotsky, the principle of capitalizing on the pupils' mental actions in relation to the psychological age and learning stage, for P.I. Galperin, the principle of the relationship between play and development, which is the “source of learning” at D. Elkonin.

The specific research methodology of pedagogy, the qualitative structural analysis method, the genetic method, the comparative method, the instrumental method, with L.S. Vygotsky, the method of the constructivist interpretation of the theory of mental actions from

the perspective of their pedagogical resources, with P.I. Galperin, the method of the constructivist interpretation of the game from the perspective of the resources of his pedagogy, at D. Elkonin, alongside the object of study and normativity, highlights the scientific nature of pedagogy.

The originality of the study results from the analysis-synthesis method of the contribution of the authors selected on epistemologically explicit criteria, by using the hermeneutic method, based on text analysis, from a historical, synchronic and diachronic perspective.

The conclusions of the research are that, in addition to defining the key concepts, through which they contributed not only to the evolution of Russian pedagogy, but also to the consolidation of the system of pedagogical sciences worldwide, the representatives of psychological pedagogy in Russia also left as legacy the proof of some results of practical activity. The zone of proximal development of L.S. Vygotsky, the concern for effective learning through mental actions of P.I. Galperin and the pedagogical foundation of the game by D.B. Elkonin are always current concepts, which are the basis of the explanation of various aspects of the human personality evolution through education.

Keywords: psycho-centric pedagogy, object of study, normativity, research methodology, epistemological foundations.

1. Introduction

Historically, L.S. Vygotsky and P.I. Galperin are integrated in the modern era. From the viewpoint of the pedagogical values promoted, they anticipate the curriculum paradigm. Their influence is recognized in contemporary postmodern pedagogy), developed in the U.S .from the 1960s by J.S. Bruner.

The psychological pedagogy, promoted by the two great psychologists and pedagogues, especially by Vygotsky was the basis of the curricular design model of education practiced in the American culture. The contribution made by D. Elkonin, who capitalizes on Vygotsky's pedagogy, is significant in the context of preschool and primary education, which promotes the “psychology of play” in the curricular field.

2. Content development

Lev Simionovici Vygotsky (1896-1934) is a representative of the socio-cultural constructivism in education, an orientation which is distinct from the structural-genetic psychological constructivism of J. Piaget, affirmed later, in the 60s. The difference between the two currents resides in the understanding of the relationship between learning and development.

The Russian psychologist defines and promotes two original notions that are the basis of his psychological pedagogy with a socio-cultural orientation: the scaffolding and the zone of proximal development.

The scaffolding defines the pedagogical relations between the educator and the educated, which must be created in a socio-cultural environment favorable to development, necessary to stimulate the education of the educated at an optimal level, in relation to his psycho-social resources, usable in the act of learning.

The area of proximal development defines the area that exists or that can be identified in the process of the optimal formation and development of the (educated) child, ensured by capitalizing on learning resources, properly organized, at the level of the correlation (“scaffolding”) between the educator–the educated, which exists or which can be created by the adult (as an educator) in a socio-cultural environment favorable to education and the educated.

Two general principles of Vygotsky's pedagogy can be deduced, which order the training process through the scaffolding created between the educator and the educated in the zone of proximal development:

- 1) The principle of the interaction of the educated with the pedagogical values, which are determined psycho-socio-culturally and which are represented by the educator, typically by the educator's activity;
- 2) The principle of capitalizing on language as a fundamental resource of thinking, which conditions the psycho-socio-cultural effective learning.

The specific study object of pedagogy/general didactics is outlined by L.S. Vygotsky at the level of the learning activity, which anticipates the formation of the educated through the pedagogical mediation of the educator, carried out in a socio-cultural environment favorable to the development of the educated in the zone of proximal development. L. S. Vygotsky proposes a model of the training activity based on a psychological theory of learning within the category

of the socio-cultural constructivism, different from the structural-genetic constructivism promoted by Jean Piaget.

The theory of socio-cultural constructivism, promoted by Vygotsky, will generate a revolution in pedagogy, in the general didactics (and in the particular didactics), as learning is conceived as an activity that can anticipate the development through the pedagogical mediation of the adult educator. Thus, learning is no longer (with greater emphasis on dependence or definitively) dependent on the psychological stages achieved structurally-genetically (in Piagetian terms), but on the quality of education carried out by the educator in an optimal socio-cultural context historically conditioned, but also built by the educator through the scaffolding formative relationships with the educated (child, preadolescent, etc.).

From this perspective, the psychological theory of learning proposed by Vygotsky in the 1930s will exert a strong influence in the USA, in the field of the curriculum reconstruction, initiated and developed by the great psycho-pedagogue Jerome S. Bruner, who campaigned scientifically “for a (new) theory of training” (Bruner J.S., 1970). In the mentioned context, the (specialized) literature records the fact that, under conditions of diachronic historical analysis, “the American psychologist Jerome S. Bruner, strongly influenced by Vygotsky's research, develops and applies his ideas in education”, in the fields of training and the reconstruction the curriculum, as well as at the level of the educational process (Bruner J.S., 1970, p. 112).

The “pedagogical psychology” developed by Vygotsky has as its specific object of study “the essence of the cultural development, which translates into the clash between the cultural forms of behavior – the adult, as a real or potential educator – that the child encounters, and the primitive forms, which characterize his or her own behavior” (as the educated).(Vîgotski L.S., 1971)

The specific normativity stated within the psychological pedagogy promoted by L.S. Vygotsky, involves two principles of learning / training (which must be related to the general principles of Vygotsky's pedagogy, presented above):

- 1) The creation of the necessary pedagogical “scaffolding” between the educator (adult) and the educated (child, schoolchild), at the level of a socio-cultural environment favorable to the training-development, through which “the child (the educated) acquires effective thinking and learning mechanisms” (Vîgotski L.S., 1971);

- 2) The orientation of the education / training / learning in the direction of the education-development of the educated at the level of “the zone of proximal development”, which means

“what the child (the educated) is able to achieve immediately with the help of an adult” (the educator).[Vîgotski L.S., 1971, p. 320]

The research methodology specific to psychological pedagogy proposed by L.S. Vygotsky contains four categories of methods, which involve the compliance with the specific normativity that orders the specific object of study (the learning activity that anticipates the formation of the educated through the pedagogical mediation of the educator, carried out in a socio-cultural environment favorable to the development of the educated in the zone of proximal development): the methodqualitative structural analysis; *the* genetic method; the comparative method; the instrumental method. These categories of methods are formulated by Vygotsky in normative and explanatory/interpretive terms.

The construction of the socio-cultural structures of the training, in a school context, but also in an out-of-class context, requires the knowledge and valorization of the relationship between “thinking and language”, an essential problem for the formation and development of the educated person's personality, which constitutes the core of Vygotsky's scientific work, a field of fundamental research through which the famed Russian psychologist and pedagogue became known and recognized in the USA and worldwide (see L.S. Vygotsky, 1972, *Psychological Works*, vol. 2, translated, Didactica si Pedagogica Publishing House, Bucharest).(Vîgotski L.S., 1972)

L. S. Vygotsky analyzes the process of formation and development of notions so important within the training activities organized in a school context, but also in an out-of-class context:

1. “The formation of notions as a process” involves going through two stages that must be designed and utilized pedagogically in relation to the specifics of each discipline and educational level:

a) the presentation of the material, object, facts, events, activities, etc., which must be defined at a conceptual level;

b) the assimilation of the word “with the help of which the respective notion is born” or the respective concept.

2. “The development of notions” / concepts during the educational process involves “going through three stages”: a) the objectlike stage, b) the complex stage, c) the verbal stage apud Sorin Cristea (Cristea Sorin, 2005, p. 54).

The constructivist pedagogical model, developed by L.S. Vygotsky (in the 1930s), will decisively influence the psychological theory of learning, proposed by J.S. Bruner, which is

the basis of the reconstruction of the curriculum in the USA.in the 60s-70s, which echoes until today, a theory with a major pedagogical impact that draws attention to the need to capitalize on three gradual ways of organizing training – through action (with objects), iconic (through images), symbolic / verbal(through notions formed and developed) – dependent on the age of the pupils, on the stage they reached in training and the particularities of each level and discipline of education (Cristea Sorin, 2005).

Pedagogically, L.S. Vygotsky emphasizes the fact that not every learning activity, in general, of “learning scientific concepts”, in particular, has a positive impact on the cognitive (but also on the non-cognitive) development of pupils. “Only the learning that pushes development forward” is pedagogically important and valuable.[Cristea Sorin, 2005, pp. 56-57].

Piotr Iakovlevici Galperin (1902-1988) wrote works on the general and pedagogical psychology: Studies on thinking in Soviet pedagogy (1966), Introduction to psychology(1976), Current problems of age psychology (1978), Learning methods and the cognitive development of the child (1985).

P.I. Galperin has two essential contributions in the field of psychological pedagogy, made in a significant area for the theory of training, for the curricular design of the training, for the psycho-pedagogical foundation of specialized methods (private didactics), in order to improve teaching (performed by the teacher) and of learning (performed by the pupil), as interdependent actions within the training activity.

Galperin's first contribution to the development of psychological pedagogy involves the clarification of the relationship between information (which depends on the “objective content” of each educational discipline and which is not specifically psychological, but the field of knowledge of science, art, and so on that is at the base of the subject respectively) and training, which has a specific psychological content, standing for the positive formative effect of the information transmitted according to each educational discipline, according to the “objective content” of each educational discipline, translated pedagogically at the level of the respective school subject.

Galperin's second important contribution to the development of the psychological pedagogy refers to how he conceives the mental actions necessary in the training activity, which offer, implicitly (theoretically and methodologically), but also explicitly (didactically), gradually effective training models, in different psychological and pedagogical contexts. Several stages of evolution are identified, three of which are pedagogically significant:

a) Learning through action with objects, necessary in the initial phases of training and during ages close to what J. Piaget characterized by the stage of concrete operations;

b) Learning based on external verbal action, which refers to learning that calls on “language uttered out loud”;

c) Learning based on internal action, supported by internal language resources, which allows the understanding and internalization of knowledge, learned skills, attitudes towards learning, knowledge, school, and so forth and their permanent improvement through various psychological (and pedagogical) regulation-self-regulation mechanisms of the psychological activity of learning, of the pedagogical activity of training.

The learning theory based on the pedagogical valorization of mental actions of P.I. Galperin is related to the training theory of J.S. Bruner, who believes that we can generalize school success if we propose three appropriate learning methods in relation to the age of the pupils and the previous stage reached in the training activity – learning through: a) action (with the objects – action, enactive learning); b) images, schemes (iconic learning); c) concepts (verbal, symbolic learning). (Cristea Sorin, 2005)

P.I. Galperin's books became known in Romania especially after the translation of two studies: *The development of research on the formation of intellectual actions* (1963, translated by P. Popescu-Neveanu) and *The psychology of thought and the theory of the formation of mental actions in stages*, (1970, translated by N. Guma). Later, the volume *Studies of the psychology of learning (Theory and method in the elaboration of mental actions)* appeared (1975, translation and foreword by Gr. Nicola), which includes studies by P.I. Galperin, but also studies by his collaborators (V.V. Davidov, N.F. Talizina, D.B. Elkonin, N.G. Salmina, and so on) which reflect the hypotheses, experimental research and solutions on the topic of the “theory of the genesis of mental actions”. This volume is the object of our historical research, carried out in the sub-chapter which analyzes the “Contribution of psychological pedagogy” in the modern era (L.S. Vygotsky, P.I. Galperin, D.B. Elkonin).

P. I. Galperin's theory of mental actions has a special place in the psychology of knowledge, with significant effects in the psychological pedagogy (of education) in the modern era, but also in the postmodern era. The author capitalizes on the orientations of the Russian school of psychology, represented by L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev, V.V. Davidov, A.V. Zaporozhye, widely applied in pedagogy, contributing to its progress, at the level of the general didactics (and the private didactics).

P.I. Galperin addresses two important elements in the achievement of learning within the training activity, at all levels of education, through all educational disciplines:

- 1) The material object of the action (which is non-psychological, which is dependent only on the content of the subject / educational discipline);
- 2) The actual mental (psychological) action of the learner, as a potential subject of the training, the education activity, carried out in the school environment, but also in an out-of-school environment.

1. The material object of the action is non-psychological and it is dependent on the informational (conceptual, normative, methodological) content specific to the educational discipline. It represents a reality specific to the field of knowledge, at the base of the construction of the content of each educational subject matter. The object of the action includes a system of concepts, principles, research methods, in objective, material (and ideal) relationships, subject to psychological transformation through various operations articulated in the act of learning, conditioned by the stage of psychic development and by the previous stages completed in the formative and instructive-educational (or educative-instructive) process.

2. The actual action of the educated (child, preadolescent, and so on) – who operates cognitively (empirically and rationally) on the material object of the action, which is non-psychological, being determined by the specific content of each subject / educational subject matter – is psychological. It capitalizes on the cognitive, empirical, but above all rational (logical, intellectual) resources of the learner (preschooler, schoolchild, etc., as an educated person), as a potential subject of the training, educational activity carried out in the school environment, but also in an out-of-school environment. In the learning / training activity, the material object of the action (the content of the school subject) is subjected by the pupil to the transformation achieved under different conditions, through his or her mental (psychological) actions, which are dependent on the psychological age and the stage already reached in learning / training.

The effective learning, defined and analyzed by Galperin in the theory of mental actions, is based on the representation built by the pupil, located at the limit of the genetic dependence between the internal intellectual operations and the external intellectual actions. This is a topic studied within the French psychological school by A. Vallon and J. Piaget, from a structuralist and genetic perspective (Galperin P.I., 1975)]. But this is also capitalized in Bruner's theory, which is the basis of the construction of the curriculum in the USA, in the 60s

and 70s, with effects reflected until nowadays, even if those who analyze the model of the great American psycho-pedagogue refer only to the determining influence exercised by Vygotsky.

In the synchronic-diachronic historical analysis that we propose, the connection between: 1) The stages of mental actions, proposed by Galperin, which relate gradually to the learning: a) through material action with objects; b) through external language resources, “out loud”, also involving images, schemes, empirically argued examples, etc.; c) through the resources of the internal language, which allows the internalization and full exploitation of the new assimilated knowledge, accommodated (in Piagetian terms) to the previously acquired knowledge; 2) The learning methods proposed by Bruner, which support its success, capitalized according to the psychological age and the previous experience accumulated in the training process, which emphasize: a) the enactive learning through direct action with the objects; b) iconic learning, through images, schemes, graphically represented models, etc.; c) symbolic, verbal learning, through concepts, judgments and reasoning.

P.I. Galperin gives his theory – historically framed in the space of the Russian pedagogy, affirmed in the modern era, which was also influential in the postmodern (contemporary) era – a socio-cultural perspective, taken from Lev Vygotsky. This is a line of fundamental pedagogical (historical and theoretical) research capitalized - in a different socio-cultural context – by J.S. Bruner, directly involved in the reconstruction of the curriculum design in the U.S. during the 60s and 70s. This constructivist orientation is still felt in the modern and the postmodern (contemporary) pedagogy.

The work of D.B. Elkonin (1904-1984) represents an original direction in the psychological pedagogy of the preschoolers and the young schoolchildren. He applied and capitalized on the ideas of L.S. Vygotsky about the social nature of the child's mental development, through the analysis of the ontogenetic evolution of mental processes, conditioned by the acquisition of social experience. He elaborated almost 100 scientific works. Among these, we list the most important works: *The child's psychological development from birth to the beginning of the schooling years* (1956), *Speech development in preschoolers* (1958), *The child psychology* (1960), *The psychology of learning in the young schoolchildren* (1974), *How to teach children to read* (1976), *The psychology of the game* (1976, trans. - Didactică si Pedagogică Publishing House, Bucharest, 1980) – a fundamental book from the modern and postmodern psychological pedagogy perspective (of education) to which we will relate, in particular, in the context of the synchronic-diachronic historical analysis, which we propose in the thesis.

The Psychology of Play (1976) includes six chapters. The first three chapters present the theoretical part. The last three contain the experimental research materials of the Russian psychologist and pedagogue who apply and capitalize methodologically the theory argued in the first part of the book. In this perspective, Elkonin's work considers the theory and methodology (applied theory) of the game psychology. The ideas defined, promoted and demonstrated in the book took shape over time. They are, in the beginning, the fruit of some hypotheses, exposed following some observations. The ideas were immediately embraced and even developed, capitalizing on the work of L.S. Vygotsky, who was interested in the issue of play, from the perspective of the psychology of art and the symbolic functions performed in the process of formation and development, in a positive sense, of the personality of the educated.

D.B. Elkonin came into contact with Vygotsky's disciples, who were conducting research under the leadership of A.N. Leontiev. The experimental research was undertaken under the leadership of A.N. Leontiev and A.V. Zaporizhia. The methodological unity ensured at the level of continuity between the theory and practice of game psychology is crystallized in the area of the construction of force-ideas, supported in conceptual and praxeological terms. They are concentrated, in particular, in the process of defining and analyzing the game, as a special psychological reality, with wide and deep pedagogical and social openness.

In psychological terms, the game is understood as a manifestation of a developed imagination and as a natural form of behavior, specific to the child, but which is also necessary at other ages, where it intervenes in different socio-cultural, environmental, artistic, sports contexts. In this perspective, D.B. Elkonin does not agree with the Dutch essayist J. Huizinga, according to whom the game is an instinctive activity, specific to animals as well. The socio-cultural dimension of the game, emphasized by D.B. Elkonin in his analysis, offers the theoretical approach undertaken a great pedagogical openness, which can be used in preschool and school contexts, formally, but especially non-formally.

D.B. Elkonin's work focuses on demonstrating the historical roots of the game and the social content of this exceptional psychological activity, which fulfills the function of adapting the child's personality to reality through recreation, the premise of learning which fulfills the didactic function of adapting to reality through the acquisition of knowledge, skills and abilities, useful in school and social life, throughout the human existence.

D.B. Elkonin insists on the issue of playful symbolism, maintained at the level of the relationships between object, word and operation manifested in the game. In this psycho-socio-

cultural perspective, with a wide and deep pedagogical openness, the author makes a historical-critical analysis of the main theories on the game.

The essential problem analyzed is that of the relationship between the game and the mental development of the child, specifically addressed in the chapter that analyzes The game and the mental development (Elkonin D.B., 1980, pp. 300-319). The game was used as one of the main means of educating children, long before it became an object of scientific research. The importance given to the game in different education systems is justified by the fact that the game is in harmony with the child's nature, as the psychologist states (Elkonin D.B., 1980, p. 300). "A value of the greatest importance, although insufficiently studied until recently, is the game in the development of the motivational-dynamic sphere" (Elkonin D.B., 1980, p. 303). D.B. Elkonin develops this idea, by referring to the conclusions of his collaborators. For instance, according to A.N. Leontiev's findings: "in the process of developing awareness of the object world, the child tends to enter into an action relationship not only with the things that are directly accessible to him, but with a wider universe, tending to act like the adult" (Elkonin D.B., 1980, p. 304).

D.B. Elkonin nuances, adding that the mechanism that must be captured here is that there is a clash between the children's classic "I myself" and the adult's classic "You cannot". At first, the child is absorbed by the object and, after having assimilated certain operations that he or she can perform independently, his detachment from the adult occurs, when he or she realizes that he or she can act like an adult. The affective charge is transferred from the object to the person behind the object. This is how the psychologist explains the fact that adults appear as models for children.

Another idea is that "the game is that activity which encompasses the main processes related to the overcoming of the cognitive egocentrism" (Elkonin D.B., 1980, p. 308). J. Piaget drew attention to the manifestation of the egocentrism in the children's solving of Binet's problem "of the three brothers", which demonstrates the impossibility of the child to place himself in the position of another.

An important pedagogical problem analyzed by D.B. Elkonin from a psychological perspective is that of the intellectual operations that occur through the game, but which can be widely exploited in the human activity of learning, but also of work and creation, with the involvement of cognitive and regulatory-self-regulation functions of the external and, especially, internal language (Elkonin D.B., 1980, p. 313).

In the initial stages of the game development, the substitute object is needed and the “material actions” are needed (Galperin). In the late stages, the object manifests itself through the “word – name”. Thus, the game actions acquire the character of mental actions with meanings of objects, D.B. Elkonin states. Thus, “the more general mechanisms of intellectual activity develop in the game”. In the game, an essential restructuring of the child's behavior takes place, as it becomes a voluntary behavior” (Elkonin D.B., 1980, pp. 315-316).

The study ends with the statement that the specifics of the psychic development presented are key because their evolution, also supported in the pedagogical plan, prepares the transition to a new, higher level of psychic evolution, to a new period of development.

Of great significance in our historical research are Elkonin's observations, extracted “From the outline notes of L.S Vygotsky to the lectures on the psychology of preschool children”, which provide productive pedagogical suggestions in multiple situations (Elkonin D.B., 1980, pp. 320-328).

The basis of the game is “the creation of the imaginary situation, which represents a new step towards abstraction”. From a pedagogical viewpoint, the following are necessary:

- a) the development of the “conceptual plan of things”;
- b) the ‘fantastical processing of impressions that connect the meaning with the object’ (ibidem pp. 320, 321).

The game-development relationship is analogous to that between learning and positive training, which leads to development. The game, which involves learning, “is the source of the development” to the extent that it “creates the closest areas of development” (Elkonin D.B., 1980, p. 321).

The pedagogical value of the game is included in the very “paradox of the game”, in which “the child acts in the direction of the minimum resistance (thus acquiring satisfaction), which can lead, under the conditions of the association with the learning activity, to the use of the game as a “school of will and morality” (Elkonin D.B., 1980, p. 321).

The game with rules offers superior pedagogical resources, which stimulate social learning within an ascending didactic path, directed by the educator at the level of an existing or created imaginary situation. The pedagogical approach must prepare the leap from the “imaginary situation with hidden rule and goal” or “labile” to the hidden imaginary situation with obvious, constant rules and goal” (Elkonin D.B., 1980, p. 325).

The game as a type of activity specific to childhood ages develops its higher psychic functions, pedagogically stimulated in the socio-genesis. The formative process initiated and

stimulated by the educator must lead to overcoming the fundamental contradiction of the game, which appears between:

- a) free, voluntary activity, “entirely under the power of affect”;
- b) the directed activity that aims to the “transition to the internal language”, which supports the achievement in a positive pedagogical sense of higher psychic functions, first of all of the thinking, then of the memory and the logical imagination (Elkonin D.B., 1980, p. 326).

3. Conclusions and suggestions

A summary of the ideas we reviewed can be found in the table below.

THE EPISTEMOLOGICAL CONSTRUCTION OF THE RUSSIAN PSYCHOLOGICAL PEDAGOGY IN THE MODERN ERA / THE PARADIGM OF THE PSYCHOCENTRIC PEDAGOGY

Axiomatic foundations / Basic concepts that define:	<u>REPRESENTATIVE EDUCATORS</u> L.S. VYGOTSKY (1896-1934)	<u>REPRESENTATIVE EDUCATORS</u> P.I. GALPERIN (1902-1988)	<u>REPRESENTATIVE EDUCATORS</u> D.B. ELKONIN (1904-1984)
1. Pedagogy	Constructivist psychological (socio-cultural) pedagogy	The psychological pedagogy of mental actions	The psychological pedagogy of the game
2. The specific study object of pedagogy	The education of the educated person mediated by the educator in the socio-cultural environment favorable to the optimal development of the educated person in the “zone of proximal development” - It also involves other concepts that define the scaffolding (necessary between the educator and the educated) and the zone of proximal development	The achievement of education / training / learning at the level of the optimal ratio between information (with non-psychological objective content) and pupil training (which has a psychological content) - It also involves other concepts that define mental actions: with external verbal and internal verbal objects	The game as a psychological and pedagogical activity specific to preschoolers and young schoolchildren - It also involves other concepts that define the relationship between the game activity and the mental development of preschoolers and young schoolchildren.

<p>3. The normativity specific to pedagogy</p>	<ul style="list-style-type: none"> - The principle of the interaction of the educated with the pedagogical values determined psycho-socio-culturally, represented by the educator (“creating the scaffolding”) - The principle of capitalizing on language as a fundamental resource of thinking that conditions the psycho-socio-cultural effective learning (orientation towards the “zone of proximal development”) 	<ul style="list-style-type: none"> - The principle of capitalizing on the pupils' mental actions in relation to their psychological age and their learning stage - The principle of effective learning at the level of optimizing the ratio between the external and internal intellectual resources (between external and internal language resources) 	<p>The principles of constructivist learning proposed in Vygotsky's lectures:</p> <ul style="list-style-type: none"> - The principle of the relationship between the game and development, which is the “source of learning” - The principle of pedagogical exploitation of the game involving rules and of the game as a type of specific mental activity
<p>4. Research methodology specific to pedagogy</p>	<ul style="list-style-type: none"> - The method of qualitative structural analysis (clarification of notions and formulation of basic problems) - The genetic method (formation and development of object, complex, verbal notions) - The comparative method (normal child – abnormal child) - The instrumental method, of capitalizing on the “intellectual technique”, language, calculation, maps, formulas) 	<ul style="list-style-type: none"> - The method of the constructivist interpretation of the theory of mental actions from the perspective of their pedagogical resources, applied to the training model 	<ul style="list-style-type: none"> - The method of the constructivist interpretation of the game from the perspective of its pedagogical resources, applicable at the level of optimizing the relations between object – word – intellectual operation (action)

The representatives of the psychological pedagogy emphasize the defining aspects of education, approached from the perspective of the subject's involvement in the learning process. In addition to defining the key concepts, through which they contributed not only to the evolution of the Russian pedagogy, but also to the consolidation of the system of

pedagogical sciences worldwide, the representatives of the psychological pedagogy in Russia also left to posterity the proof of results of their practical activity.

The zone of proximal development of L.S. Vygotsky, the concern for the effective learning through mental actions of P.I. Galperin and the pedagogical foundation of the game by D.B. Elkonin are always current concepts, which are the foundation of the explanation to various aspects of the evolution of the human personality through education.

References

1. Bruner J.S. (1970). *Pentru o teorie a instruirii*. trad. București: Editura Didactică și Pedagogică;
2. Cristea, Sorin. (2005). *Teorii ale învățării: modele de instruire*. București: E. D. P.R. A.;
3. Elkonin, D.B. (1980). *Psihologia jocului*. traducere de Grigore Nicola, Ludmila Slifca. București: Editura Didactică și Pedagogică;
4. Esi, Marius Costel. (2016). *Epistemological approaches on the relationship between didactic pragmatism and pragmatic didacticism in the teaching-learning-assessment of economic disciplines*. International Journal of Social and Educational Innovation (IJSEIro). Vol. 3. Issue 6. pp. 101-106;
5. Galperin, P.I. (coord.). (1975). *Studii de psihologia învățării (Teorie și metodă în elaborarea acțiunilor mintale)*. selectarea textelor, traducere și prefață de Gr. Nicola. București: Editura Didactică și Pedagogică;
6. Hapenciuc, Aura. (2019). *The influence of the Russian psychological pedagogy (by L.S. Lev Vygotsky) upon the model of education curricular design in the American cultural space*, International Journal of Social and Educational Innovation (IJSEIro). Volume 6 / Issue 12 / pp. 14-19;
7. Vîgotski, L.S. (1971). *Opere psihologice alese*. traducere de Valentina Radu și Ludmila Slifca. București: Editura Didactică și Pedagogică. vol. I;
8. Vîgotski, L.S. (1972). *Opere psihologice alese*. traducere de Valentina Radu și Ludmila Slifca. București: Editura Didactică și Pedagogică. vol. II.