

Montessori and Vygotsky: a dialogue under edition [Paradoxes in the history of pedagogy]

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Abstract

The undertaken research was initiated by the internal research fund of the department of education (Högskolan i Gävle), aiming to bring new thoughts in the history of education through international and retrospective investigation. More specifically, the intention of the undertaken research aimed to enlarge and renew the reality of the fate of Montessori's and Vygotsky's special pedagogical ideas in Russia with certain extensions to Europe between 1909-1939. The frame for the research period (1909-1939) is describing Montessori' and Vygotsky' ideas as being formally introduced, developed, applied, partly interacting and finally disappearing from the international pedagogical scientific arena. Their scientific presence returned back about two decades later, differently for Vygotsky and Montessori, connecting their ideas to a specific series of events of the Russian and European societal and educational history. Theoretical departure and framework was taken from 'reformistic or social-pedagogical' movement, uniting numerous ideas in the European, American and Russian pedagogical contexts at the beginning of the 20th century. The research was focused on how Montessori's and Vygotsky's ideas were presented and understood by professional and political elites in the Russian and European ideological contexts during this period. Research methodology was composed out of historical-pedagogical research, determined through a general background and dominant requirements of pedagogical knowledge development, affected by ideological influence on the formation of pedagogy as a science. The hermeneutics of the research procedure was based on a qualitative study of the texts and inductive content analysis. This approach emphasized the sustainable presence of interaction of ideas derived directly from the chosen for analysis texts of: philosophers; Vygotsky and Montessori original texts; different official documents and scientific fundamentals of reformistic pedagogy from the applied for this research time period, etc..

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