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Lev Vygotsky was a social psychologist in Soviet Era Russia, who focused much of his studies on early childhood cognitive development. Vygotsky's approach lead to the discovery for the need of emphasis on multiculturalism in early education. It's important that young students be taught in ways that simulate and fit their culture (Kozulin, Gindis, Ageyev & Miller, 2003, pg 15). Students should be exposed to their own culture in their learning environment so that they can continue learning outside of their schooling in a more seamless way. Taking an educational approach from this perspective allows students to not only become more educated and enlightened, but also more effective communicators in their native arena (Veraksa & Sheridan, 2018, no pg numbers).

Psychology plays an important role in the pedagogy of all areas of elementary education. The skills that young people learn in their first few years have a lot of impact on who they become as a person, and for that reason, Vygotsky stated that young children must be able to find success in and out of the classroom readily with the skills they learn (Vereska & Sheridan, 2018). Rather than focussing on each student from an individual-learner perspective, it is important to implement them in a their sociocultural implications of the world around them (Kozulin, Gindis, Ageyev & Miller, 2003, pg 16). Vygotsky's approach to education seeks to engage students in higher-level thinking that is initiated from a multicultural perspective of working improving cognition (Kozulin, Gindis, Ageyev & Miller, 2003, pg 17). While music is not a core part of Vygotsky's approach to education, it can be a very effective tool attaining these cognitive goals.

Music in the elementary level of education, especially focuses on providing students cultural and historical experience from not only around the world, but also music as it relates to their own culture. Many music classrooms have a focus on folk music as it pertains to local history, and teaches student valuable lessons. Music also teaches students ways of communication which is one of the innovative perspective that Vygotsky's approach is known for. Many music activities involve pattern activities where students sing with one another and take turns on various parts, along with some physical movement. These elements of music help the students to learn about communication styles of their culture, but also types of appropriate body language within their culture.

Vygotsky's main focus was expanding the cognitive realm of each students in their education, with the aid of being indulged in their culture (Vereska & Sheridan, 2018). Music does a great job at achieving this. Teaching communication practices is often a by-product of many elementary music activities. The focus of musical activities is to teach musical concepts. The fact that many musical lessons include multi-dimensional lessons, prove that music aligns very well with Vygotsky's educational ideals. While musical concepts are the focus of song and dance lessons, students are also learning how to behave around one another (with context of their culture) and are also learning through all of the various learning styles: visual (written music and directions), aural (hearing and singing the music), and kinesthetic (dancing and acting out the music and concepts). By engaging in all three of the learning styles, the student's cognitive capacity is increased. Music is the perfect medium for Vygotsky's cognitive and cultural ideals for young students.

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