**Past to Present**

Jean Piaget’s is the theorist associated with the school of thought The Developmental Psychology. Piaget’s contributions integrated a stage theory of child cognitive development, detailed observational studies of cognition in children, and a series of tests to reveal different cognitive abilities. Piaget’s method involved conversing with children to stimulate childish ways of explaining and interpreting what they saw around them. His theory focused not only on understanding how children acquire knowledge, but also on understanding the nature of their intelligence.

Piaget’s theory influences current practices in education. His influenced curricula support the belief that children need to explore, to experiment, and to question. It advocates that children should be provided with opportunities to discuss and debate with peers, with teachers acting as directors and facilitators.

**Strengths:**Despite the criticism, the theory has had a considerable impact on our understanding of child development. One of Piaget's strengths is his focus on qualitative development, which has had an important impact on education. His theory also helped change the way that researchers thought about children. Rather than simply viewing them as smaller versions of adults, experts began to recognize that the way children think is fundamentally different from the way that adults think. The theory of developmental stages is known as Piaget’s Stage theory that consists of four stages of development, which are, sensorimotor, preoperational, concrete operational and formal operational.

**Weaknesses:** Research has disputed Piaget's argument that all children will automatically move to the next stage of development as they mature. The theory also seems to suggest that intellectual development is largely complete by the age of 12. More recent research demonstrates that the teen and early adult years are a period of important cognitive development as well.

The contemporary issue I have chosen is “How Teachers Are Coping with the New Realities of the COVID-19 in Classroom.” The pandemic has almost rewritten teachers' job descriptions. Many of them are doing more than they ever were before, and it is taking a toll on their mental health. Research shows that teacher stress and burnout might affect their students, and vice versa. “The new educational solutions identified and applied by many teachers in the actual context imposed by the COVID-19 pandemic – to continue the teaching-learning process in the on-line environment -, could lead to major changes in education. In fact, the main consequence generated by the COVID-19 pandemic in education aims at transposing the educational act from the natural physical environment - the school -, into the virtual space. This fact represents a complex process, clearly dependent on multiple variables, but unanticipated and insufficiently prepared previously (Cedan, 2020).

Social interaction plays a fundamental role in the process of cognitive development (Vygotsky,1980). This contrasts with Jean Piaget’s understanding of child development in which development necessarily precedes learning. Vygotsky felt social learning precedes development. While Jean Piaget’s understanding of child development, in which development necessarily precedes learning.

In the case of the impact of COVID on teaching and learning, I strongly agree Vygotsky’s theory instead of Piaget. I feel this way because for schools have customarily held a model of instruction where teachers communicate all the information to the students. The ZPD is the distance between a student’s ability to perform a task under adult guidance and/or with peer collaboration and the student’s ability solving the problem independently. According to Vygotsky, learning occurred in this zone. Vygotsky’s theory promotes learning contexts in which the students play an active role in learning. Learning therefore becomes a give and take experience for the students and teacher. The present issues we are facing with COVID has force this theory to become our new reality.

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