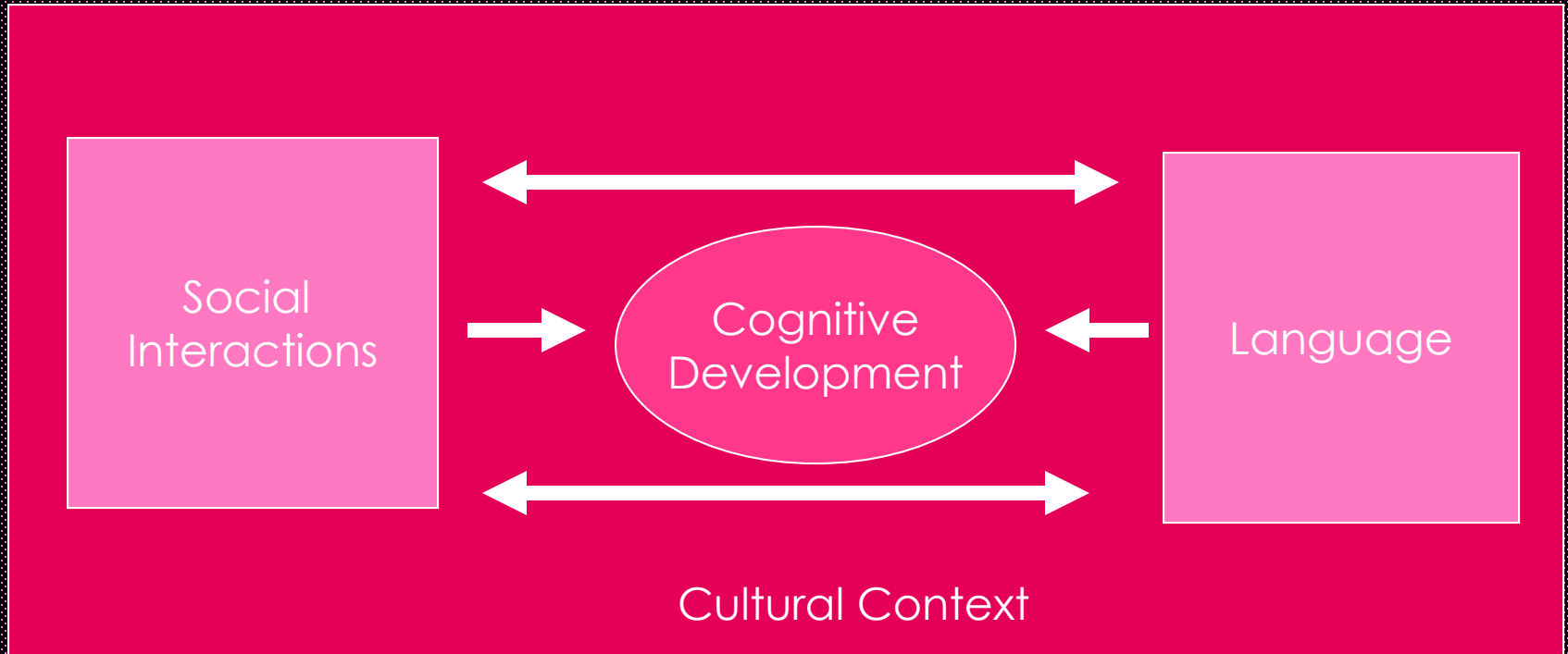


LEV S. VYGOTSKY

- His experience, together with his interest in literature and his work as a teacher, led him to recognize social interaction and language as two central factors in cognitive development.
- His theory became known as Socio-Cultural Theory of Development. (see socialcultural-influence-on-development)

VYGOTSKY



Sociocultural theory of development: emphasizes the crucial influence that social interactions and language, embedded within a cultural (see Tools of Culture) context, have on cognitive (see Elementary and Higher Mental Functions) development.

SOCIAL INTERACTION



SOCIAL INTERACTION

- Vygotsky emphasized that effective learning happens through participation in social activities.
- Parents , teachers and other adults in the learner's environment all contribute to the process. They explain, model, assist, give directions and provide feed back.
- Peers, on the other hand, cooperate and collaborate and enrich the learning experience.

Example no.1 :

This child is learning to walk with the help of a parent. The parent holds both hands so the child doesn't have to focus on both balance and moving her feet.



Soon, this child will be able to walk and run by oneself.

Example no. 2:

What are you writing?

Father's
knowledge of
letters:

Structure (date, salutation, body, etc.)

Purpose (friendly, formal, etc.)

Conventional spelling and grammar



I'm writing a letter

Child's
knowledge of
letters:

Mom and dad write and receive letters.

LANGUAGE

- ⦿ Language can be viewed as a verbal expression of culture.
- ⦿ Every culture has the words it needs for its lifestyle.
- ⦿ It opens the door for learners to acquire knowledge that others already have.
- ⦿ It is used to know and understand the world and solve problems.
- ⦿ It serves a social function but it also has an important individual function. It helps the learner to regulate and reflect on his own thinking.



Private Speech is a form of self-talk that guides the child's thinking and action.



Private speech in the classroom

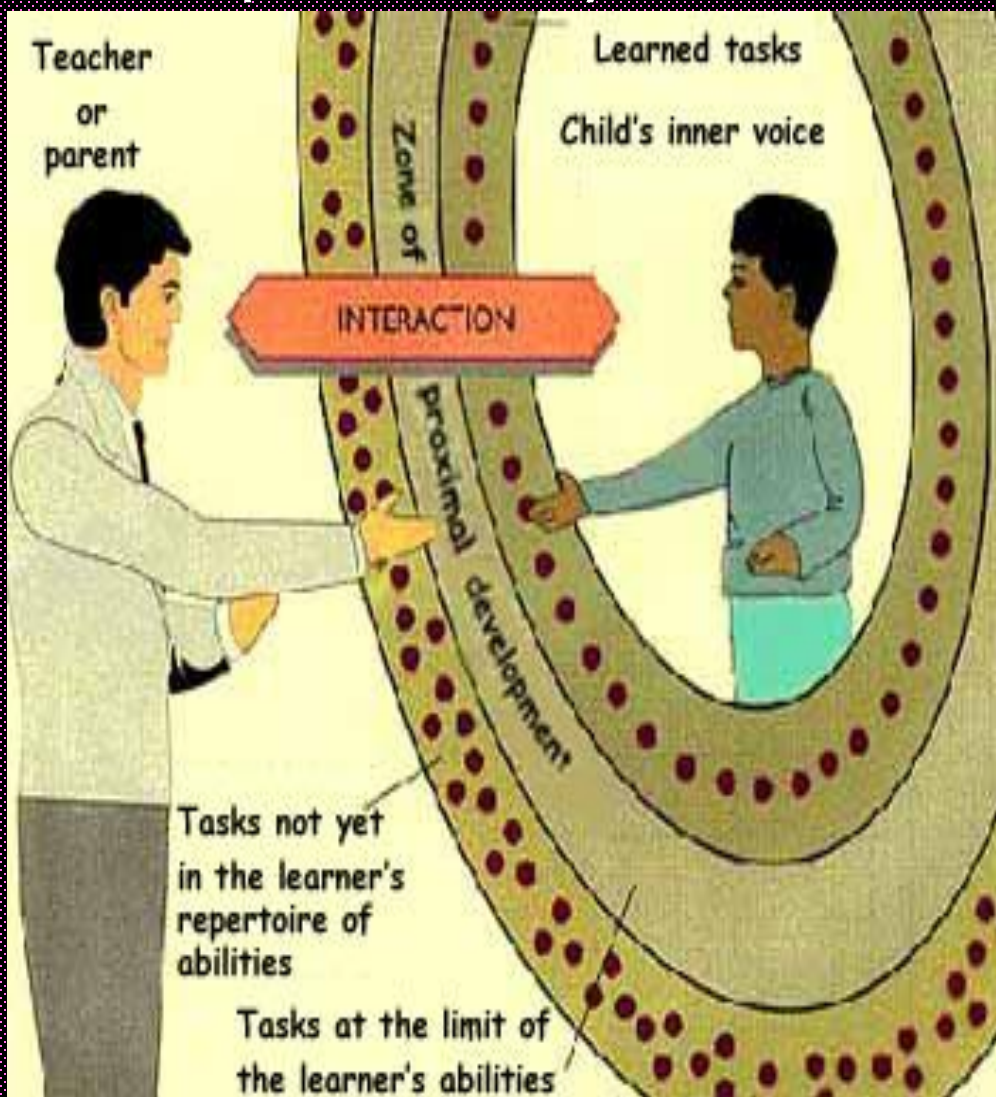
I gotta go
down, then
up, then
down. There.
N.

S is like a
sssssssnake.

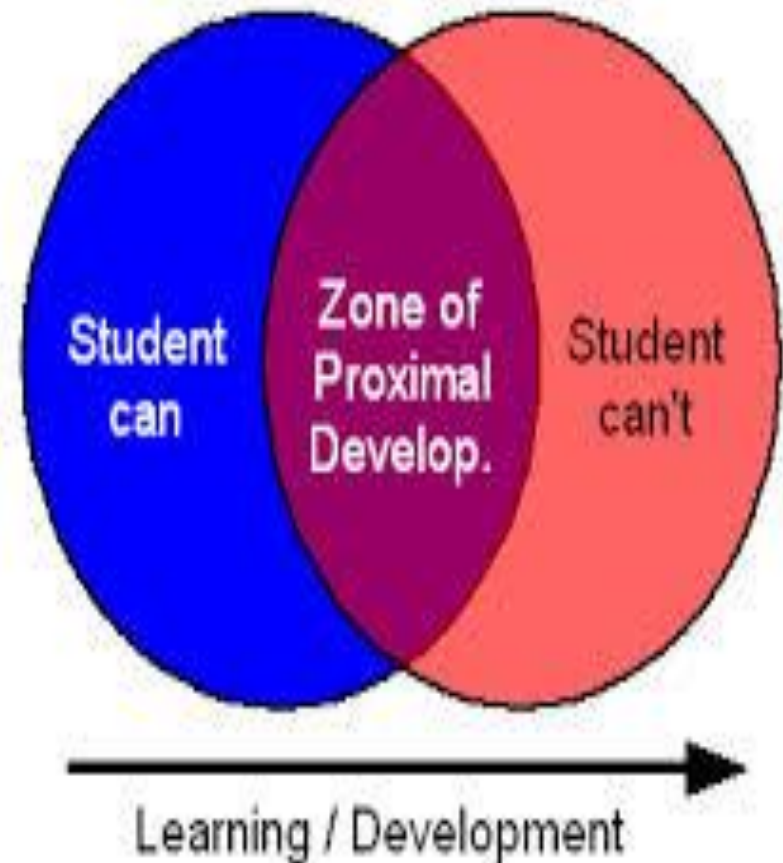


ZONE OF PROXIMAL DEVELOPMENT

(see ZPD)



One Model for the ZPD



What is Scaffolding (see Scaffolding)?

- It refers to the support or assistance that lets the child accomplish (see Social Development Theory) a task he/she cannot accomplish independently.
- It is not about doing the task for the child while he/she watches.
- It is not about doing short cuts for the child.
- It should involve the judicious assistance given by the adult (see MKO) or peer so that the child can move from the zone of actual to the zone of proximal development.

Semiotic Mediation

Semiotic mediation is the adoption and use of **signs** as an aspect of psychological development. Examples of semiotic items: **language** (spoken and written), maps, **regular signs** (street signs, warning signs, etc.), **mnemonic devices** (memory aids).

INTERSUBJECTIVITY

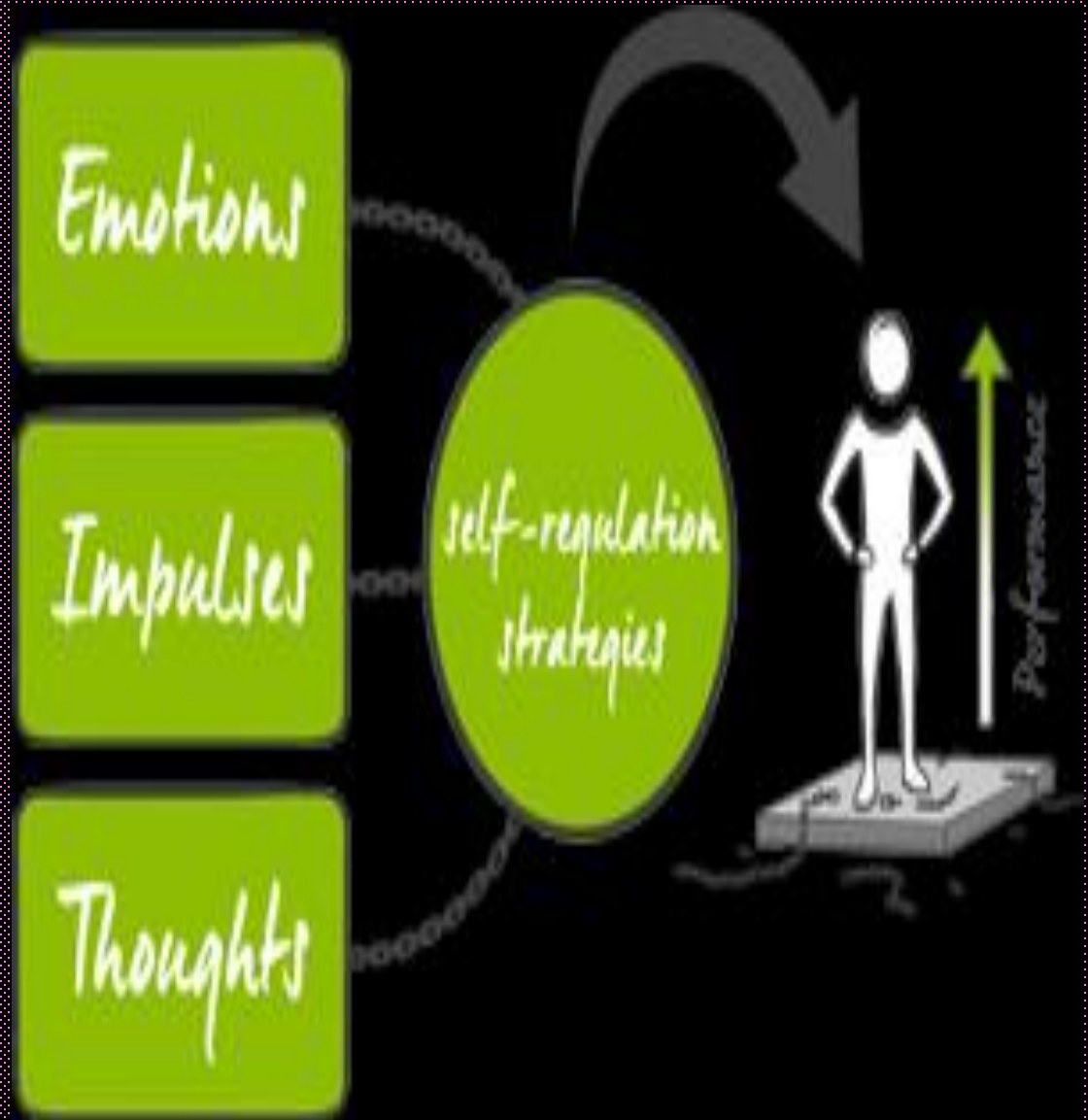
For Vygotsky, intersubjectivity (see Intersubjectivity) is an interactive process that takes place, particularly, between a competent adult and a less competent child.

Building intersubjectivity means going beyond individual understanding, as happens when zones of proximal development are activated.

Social interaction generates new understandings, which are more than the mere combination of two or more points of view (Wells, 1993).

SELF-REGULATION

Self-regulation is the ability to monitor and control our own **behaviour, emotions, or thoughts**, altering them in accordance with the demands of the situation.



Self-regulation Examples

- ◎ “The ability to attain, maintain and change one’s level of arousal appropriately for a task or situation”
- ◎ “The ability to control one’s emotions”
- ◎ “The ability to formulate a goal, monitor goal-progress, adjust one’s behaviors”
- ◎ “To be aware of one’s academic strengths and weaknesses, and have a repertoire of strategies to tackle day-to-day challenges of academic tasks”

Stuart Shanker

EDUCATIONAL IMPLICATIONS OF VYGOTSKY'S THEORY

- Adults and peers are critical to the learning process through scaffolding .
- Assisted learning: providing strategic help in the initial stages of learning, gradually diminishing as students gain independence.
- Teaching in the Zone—not too hard, not too easy, but just right.