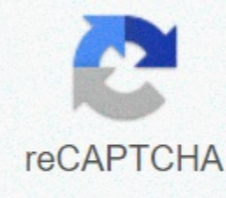




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Vygotsky vs piaget

Although Piaget's theory has been very influential, it has not become unchallenged. Many more recent researchers have obtained results indicating that cognitive development is considerably more continuous than Piaget claimed. For example, Diamond (1985) found that in the activity of permanence of previously discussed objects, newborns show prior knowledge if the waiting period is shorter. At the age of 6 months, they retrieve the hidden object if the wait is not more than 2 seconds; at 7 months, they retrieve it if the wait is not more than 4 seconds; And so on. Even earlier, at 3 or 4 months, newborns show surprise in the form of longer periods of time if objects suddenly seem to disappear without an obvious cause (Baillargeon, 1987). Similarly, children's specific experiences can greatly influence when development changes occur. The children of pottery producers in Mexican villages, for example, know that reshaping clay doesn't change the amount of clay at a much younger age than children who don't have similar experiences (Price-Williams, Gordon, & Ramirez, 1969). (51) Figure 6-2: The concrete and formal operational phases of Piaget by Noba Project are licensed under CC-BY-NC-SA 4.0 . Lev Vygotsky (1978), a Russian psychologist, focused on how the thought of a child or beginner is influenced by relationships with others who are more capable, experienced or experienced than the student. In other words, a child's cognitive development is driven by interactions with others. Vygotsky made the reasonable proposal that when a child (or beginner) is learning a new skill or solving a new problem, it can work better if accompanied and helped by an expert than if he performs alone, even if he is still not as good as the expert. The learning of a new activity takes place first on a social level (or through social interactions), and then internalizes and occurs on a single level. As knowledge becomes internalized, it transforms and is connected to previous experiences and knowledge. Someone who has played very few chess, for example, will probably compete against an opponent better if helped by an experienced chess player than if he competed against the opponent alone. Vygotsky defined the difference between solo performance and assisted performance as the next development zone (or ZPD for short), which means, figuratively speaking, the place or area of immediate change. From this social constructivist point of view, learning is like assisted performance (Tharp & Gallimore, 1991). The projected development zone is a dynamic region of sensitivity to learning the skills of culture, in which children develop through the problem solving with more experienced members of culture (Rogoff, 1990, p. 14). During learning, knowledge or skills are initially found in the experienced helper. If the expert is qualified and motivated to help, then the expert the expert experiences that allow beginners to practice crucial skills or build new knowledge. These experiences often use scaffolding. Scaffolding is when the expert provides structure as the child develops the new knowledge and/or skills. In this regard the expert is a bit like an athlete's coach, offering help and suggesting ways to practice, but never doing the real athletic work on his own. Gradually, by providing continuous experiences combined with the emerging skills of the learner, the expert-coach allows the beginner or apprentice to appropriate (or make his own) the skills or knowledge that originally resided only with the expert. (55) In addition to social interactions, language and culture were also fundamental concepts for the sociocultural theory of Vygotsky cognitive development. For Vygotsky, thought and language are inextricably intertwined. When you think, you typically use language. When you use language, you're thinking. For Vygotsky, children interact with others when completing tasks within a given culture (such as cooking or gardening), and the person guiding them in completing the task is talking to them, assisting them in both language development and task learning. Vygotsky found that children will first use the private word (speaking aloud) when learning their language. For example, if you watch a three-year-old play alone, talk all the time about what's going on. However, over time, our language internalizes. If you watch an eight-year-old play alone, he often shuts up. This is because he now has an inner discourse (or an inner voice). The child may have the talk of their toys going on in his head. As language grows, so does our ability to think. However, according to this theory, cognitive growth depends on social interactions within a given culture. (1) Piaget highlighted the ways in which long-term development determines a child's ability to learn, rather than the other way round. It is thought that the early stages of a child's life are rather ego centered and depend on the child's sensory and motor interactions with the environment. When acting or reacting to the surrounding environment, the child initially has relatively little language ability. This circumstance limits the child's ability to learn in the usual school sense of the term. As development progresses, of course, language skills improve and therefore the child becomes progressively more teachable and in this sense more able to learn. But whatever the age of the child, the ability to learn waits or depends on the stage of development of the child. Constructivists like Vygotsky, on the other hand, they emphasized the importance of social interaction in stimulating the child's development. Language and dialogue are therefore primary, and it is seen as happening as a result - the opposite of the sequence depicted by Piaget. Obviously a child does not start life with much initial language ability, but this fact is why interactions must be scaffolding with more experienced experts, people able to create a prosal development zone in their conversations and other interactions. In preschool years experts are usually parents, after the start of school years, experts expand to include teachers. (55) When I was doing my initial teacher training, Jean Piaget's theories about learning were at the heart of my required Ed Psych class. I didn't know it at the time, but Piaget's theories had been in decline for a few years. It was in our textbook, however, and textbooks are expensive, so we all studied Piaget and absorbed his ideas on how and why and when learning occurred. In its simplest form, Piaget's theories state that cognitive and physiological development must take place before learning, and in some cases this is true. The human eye must reach a stage of physiological development before a child can move from a larger text to a smaller text and that development is not at the same point for all children. Therefore, the teacher sometimes waits for the development of the child. While Piaget's theories were waning in importance, those of the Russian psychologist Lev Vygotsky began to receive more attention. Vygotsky died young before his theories could be fully explored (and part of his work has not yet been fully translated from Russian) but they provide a fascinating insight into how children learn. Vygotsky argued that social learning predated cognitive development. In other words, culture affects cognitive development. While Piaget stated that all children went through a series of universal stages of cognitive development, Vygotsky believed that cognitive development varied between cultures. According to Vygotsky's theory, cognitive functions - social and individual - are therefore influenced by beliefs, values and tools for the intellectual adaptation of the culture in which a person develops. This makes sense when we consider that cultures have different tools for intellectual adaptation. We teach children how to take notes to remember things, but pre-literate cultures use other methods to ensure reliable storage of information, such as call and response, poetry, knots on a rope, rotating storage, etc. For Piaget, thought preceded language. A child learned to think first, and then from that thought, to speak. Vygotsky believed that thought and speech separate and intact processes that merged around three years. He also believed - and this is the key - that cognitive development occurred when language was internalized. It seems that the language mentioned here is not only what the child can produce, but also what the of the adults around the child is using. The socio-cultural environment shapes the cognitive development of the child, the way he understands the world. This integrates well with what we now understand about the critical nature of vocabulary in predicting a child's academic success. Probably Vygotsky's greatest theory was the D.D. Development Zone. Piaget stated that cognitive development had to take place before learning, and learning had to be started by the child; this became the basis for discovery learning. Vygotsky believed that children developed cognitively when assisted by another more experienced (MKO: parent, teacher, older brother, peer) to learn and practice new skills in an environment supported as a precursor to independent use. Even a brief reflection of basic parenting activities supports this practice: children often do not have skills that parents shape for them and help them practice. Cycling, putting away toys, learning to keep a book, doing a puzzle - everyone falls into this category. Even the classic tea party could be seen as a supported practice of table manners for some children. Children have learned important skills at the knees of their parents and guardians forever - skills they could not easily have developed without adult guidance and support. What these skills were determined by the culture of the child. Weaving of fabrics, reproduction of cetra, storage of battle lists, use of abacus, interpretation of the law, cheese production, detection, calligraphy, metalworking: whatever culture is considered important. A child would be incrementally moved along a skill continuum by an MKO, which would support the child's development until he could use the skills independently. I often hear teachers, administrators and lay people say that children can't do a higher-order thought until they get the basics. While not exactly piagetian, this idea certainly borrows from the idea that learning can't happen without some other event or development happening first. What's exciting about the Prosal Development Zone is that kids don't have to get the basics before developing cognitive skills. They just need a reliable and qualified MKO who can work with them in that area just above their skill level and support them as they practice new skills until independence. This seems like a good place to point out that the basics are mostly not necessary for higher order thinking. Reading is an important skill and the primary vehicle through which (in the culture) information is disseminated. But reading is not really necessary to learn to think critically and analytically. Children can listen to a story, before they can read, and be guided through the process of evaluating and analyzing events, characters, characters, themes, etc. They don't need to spend hours on worksheets practicing families of words and consonant mixtures or basic comprehension questions before they can listen, have fun, and discuss a story critically if they have enough guidance and support from an MKO. Unfortunately, children from impoverished backgrounds and English-speaking students are often condemned to worksheet purgatory instead of being assisted in developing the higher-order thinking skills they need to succeed at school. In addition, this relegates them to the less engaging aspects of education rather than providing them with practical and engaging activities that stimulate even more learning. Vygotsky's theories are an important part of our cognitively demanding education training, using the Vygotsky Development Zone to move children towards greater rigor. Vygotsky's theories about the importance of socio-cultural factors in learning also provide support for another area of great concern: culturally responsive education. Our next post in the magazine will discuss the links between all three of these areas. Areas.

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