

Vygotsky's Socio-cultural Theory

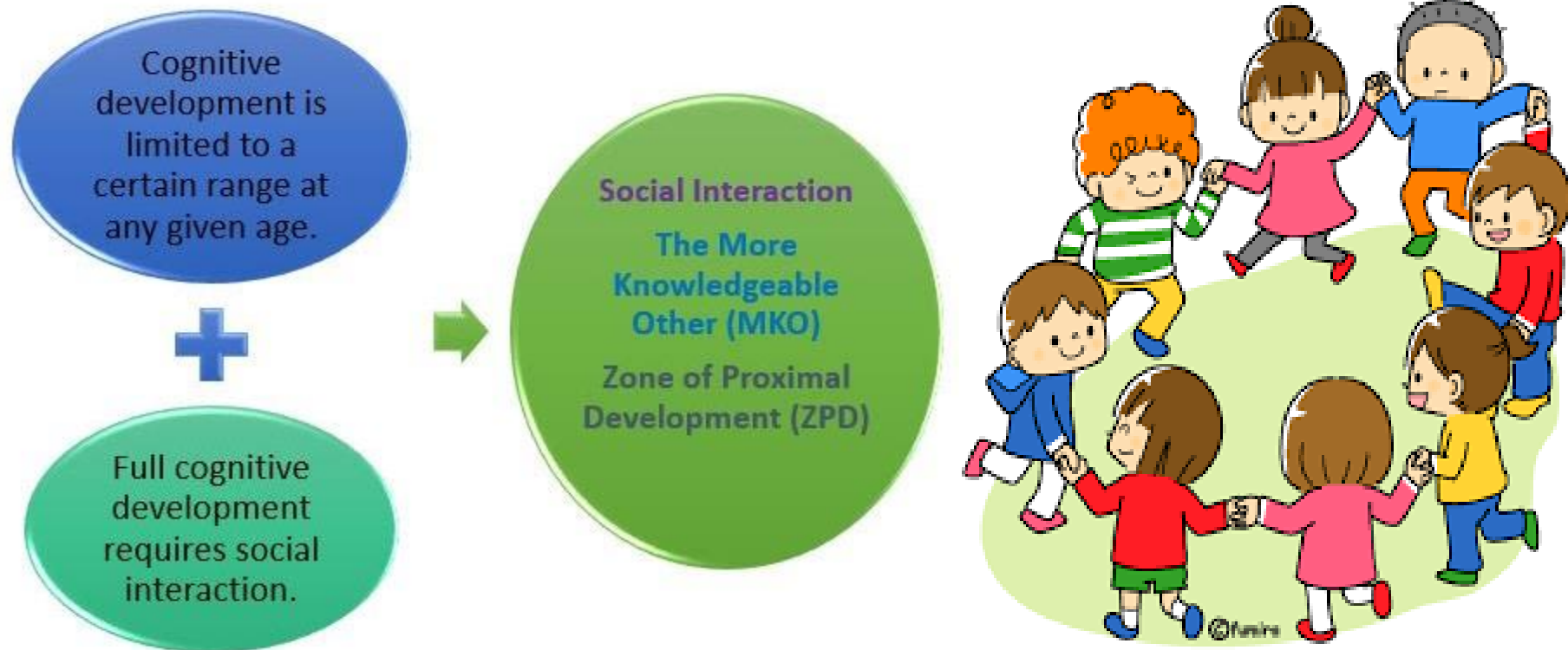


Lev Vygotsky, Russian Psychologist
(17 November 1896 – 11 June 1934)

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Vygotsky's Socio-Cultural Theory

- ❑ *Complementary to Piaget's Cognitive Development Theory*
- ❑ *Piaget : Cognitive Development → Learning*
Vygotsky: Learning (Society, culture) → Cognitive Development
[But Dev. & Learning continuous in nature]
- ❑ Vygotsky prefers cooperative or collaborative dialogue.



@ Causes of Cognitive Development:

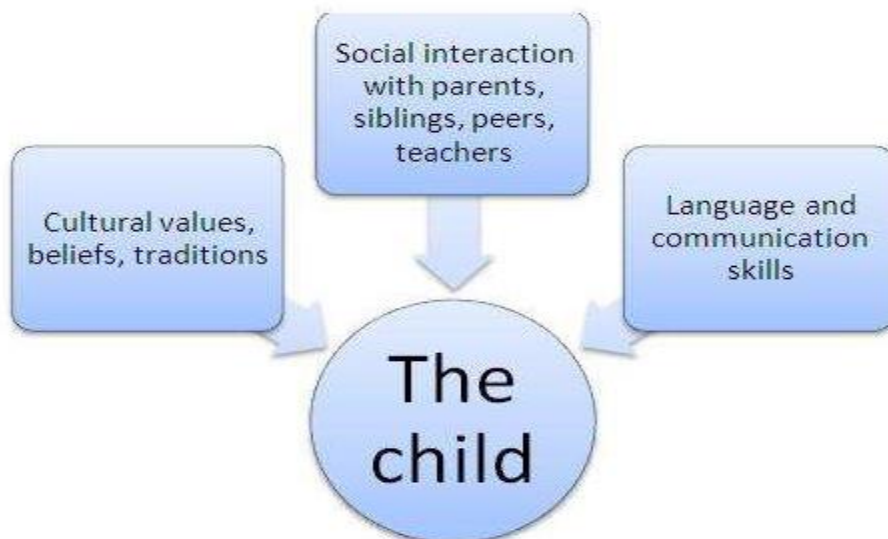
A child can't learn solely by doing activities as think by Piaget.

“Knowledge already in our society or culture we have to accumulate /adopt it” –This process is known as Internalization.

1. Culture

2. Society

- Children construct their knowledge.
- Development cannot be separated from its social context.
- Learning is mediated.
- Knowledge can be transferred by more knowledgeable, intellect person– known as *More Knowledgeable others (MKO)*
e.g: Buying vegetables, wearing clothes etc.
- Internalization is associated with Thinking whereas Thinking associated with Culture, Society.

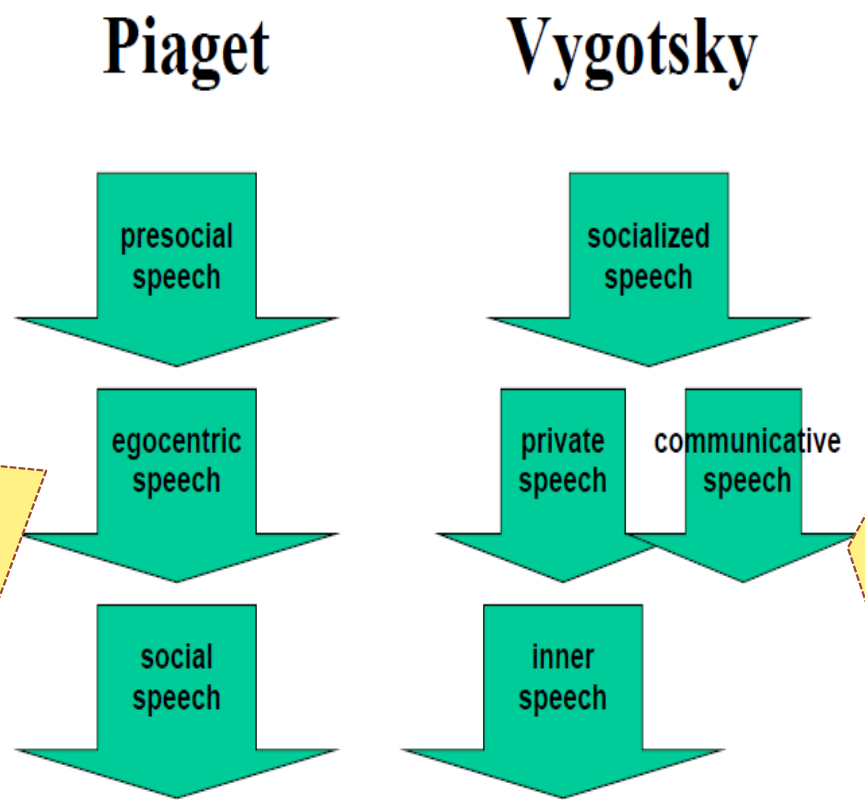


3. Language

- Language plays a central role in cognitive development.
- Language is a tool/ medium of communication which helps to conceptualize knowledge from society and culture
e.g. teaching in mother tongue, same word represent different meaning (Eskimo)

Child age of 2-7 years are generally talking to themselves; Piaget & Vygotsky explain according to their own theory

■ Ego centric speech not useful because child talk to themselves not to take other's opinion (Less useful)
 ■ Collective Monologue is collection of Ego centric Speech in a play school (relatively useful)
 ■ At the age 7+ Ego. Speech ends develop Social Speech (More useful)
 ■ Thinking followed by Language Development
 [Concepts given by piaget are some extent not correct]

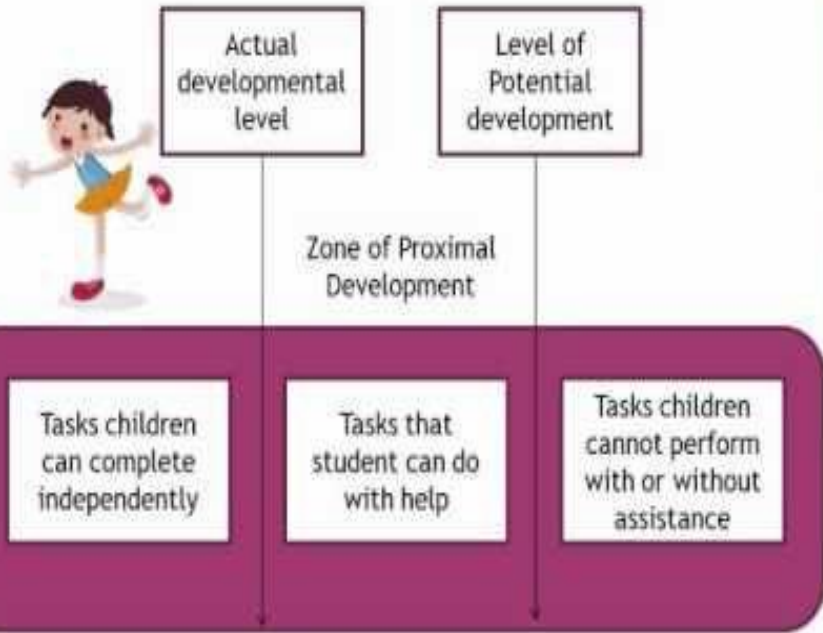
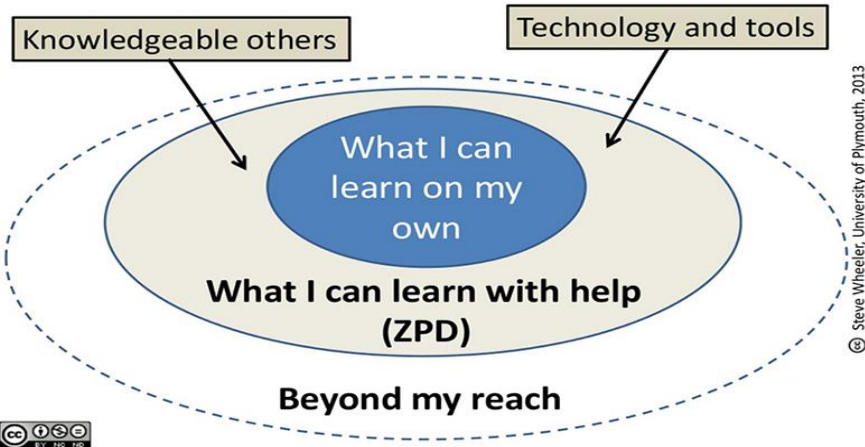


■ Private speech useful for:
 -- Thought Regulate
 -- Behaviour Regulate
 -- Problem Solving
 (Vygotsky argued for private speech for thinking development)
 ■ At the age 7+ Private speech enters into human mind & turns into Inner Speech
 (Inner speech also use for thinking, problem solving, behaviour regulating)

[Birth] L T
 [1-1.5 years] L T
 [3<age] L T
 [2-3 years] L T
 LT

@ Concepts introduced by Vygotsky: 1. Zone of Proximal Development (ZPD)

ZPD and scaffolding



- Child already has own thinking & leaning before hand
- Piaget concise activity according to biological maturation whereas Vygotsky provide an idea or zone where child's thinking may have
- Task difficulty should have in ZPD



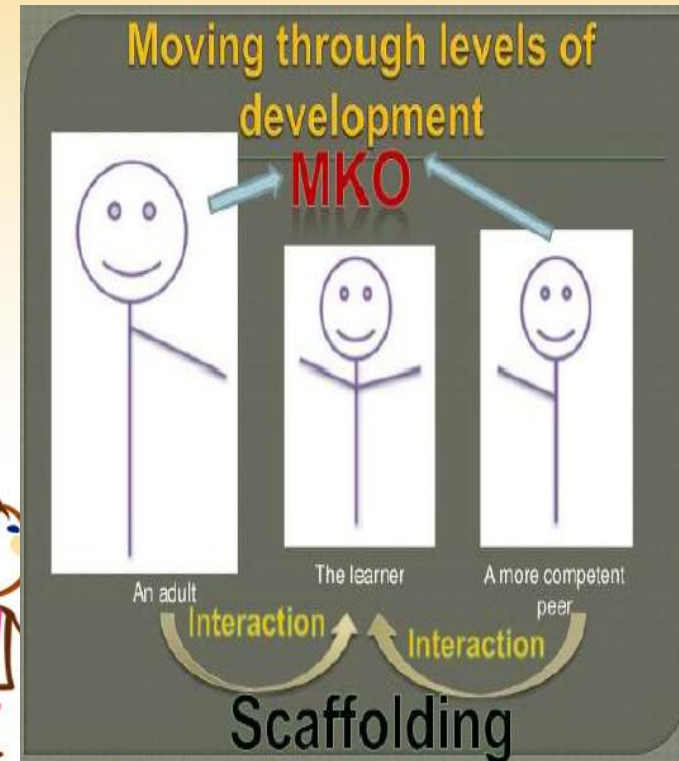
2. Scaffolding (introduced by Wood, Bruner & Ross in 1976)

- Appropriate assistance given by the teacher to complete a task.
- Requires that an instructor shows example how to solve a problem
- Step by step expanding their knowledge without excessive frustration.

Strategies:

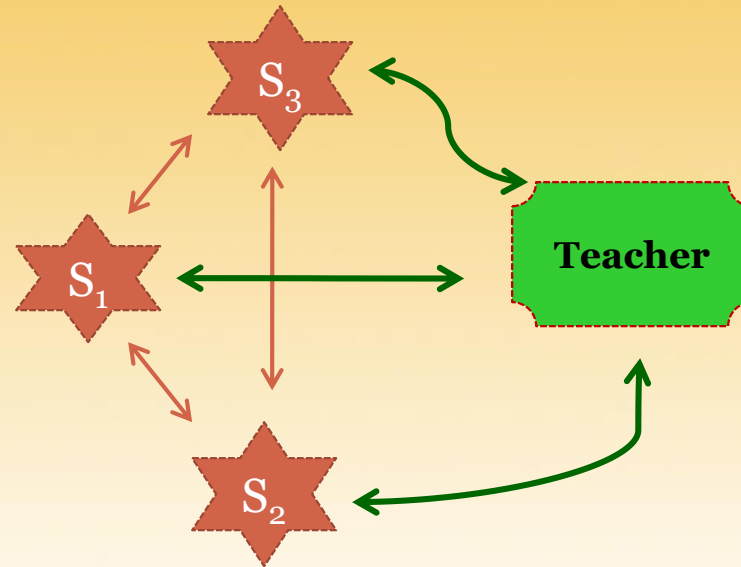
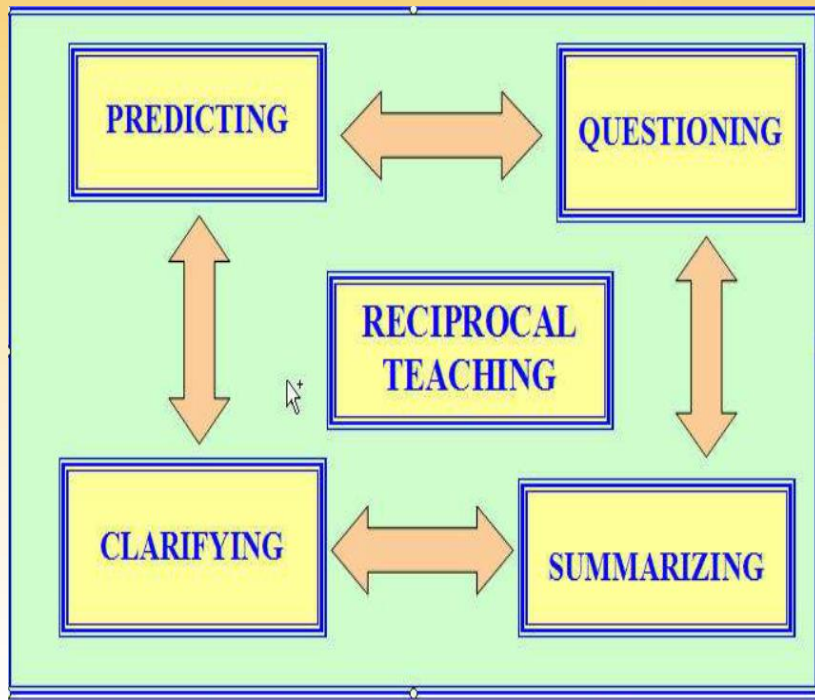
- Motivate student's interest into the given task
- Break the task into manageable step
- Provide some direction to keep the students focused
- Reduce factors that cause frustration
- Model and define the expectations of the activity

MKO: *The More knowledgeable other (MKO) is someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. e.g. Teacher, parent, elder brother or sister, peers may provide help, support, guide, hint.*



3. Reciprocal teaching

A highly successful teaching method, it provides an environment of open dialogue between student and teacher which goes beyond a simple question and answer session. (Teacher learns from Student)



Educational Implication:

1. *Social constructivist*: Learning by group activity, from social interaction, from culture, from MKO
 - Discovery
 - Project
 - Problem Solving
 - Activity
2. Teacher as a facilitator
3. Assess students' ZPD assign task according to ZPD
4. Provided scaffolding to learn at maximum extent
 - Guided Instruction (given by teacher)
 - Reciprocal Teaching
 - Peer Tutoring
 - Cognitive Apprenticeship (Training)
[when teacher is giving instruction to a particular child (special child or gifted child)]

Criticism

- Doesn't explain age related changes
- Stag-wise cognitive development discarded
- Doesn't give importance to Biological Maturation
- Ignored Socio-economical aspect (consideration of emotional matching while making group)



Piaget

- ❑ Cognitive Development: Due to age, biological maturation (Heredity)
- ❑ Developmental process: Discontinuous (age wise, stage wise)
- ❑ Radical Constructivist (Nativist)
- ❑ Development occurs followed by Learning
- ❑ Key process of Development & Learning: Schema, Adaptation, accommodation, assimilation & equilibration
- ❑ Thinking Development then Language Development
- ❑ Role of language: Minimal at school age (egocentric speech)
- ❑ Teaching Implementation: Support child to explore the world, discover knowledge themselves

Vygotsky

- ❑ Due to society, culture (Environmental Parameter)
- ❑ Continuous Process (not age wise)
- ❑ Social Constructivist (Group Activity)
- ❑ Learning occurs followed by Development
- ❑ ZPD, scaffolding, reciprocal teaching, peer tutoring
- ❑ Language and thinking separate at the time of birth and combines at age 3
- ❑ Major at school age; language playing a powerful role (private speech)
- ❑ Establish opportunities to learn from MKO



Thank You

