

# Ch. 2 theories of cognitive development



**ASSIGN  
BUSTER**

Lev Vygotsky (bio)1896-1934

\*russian psychologist

\*critic of Piaget's perspective

\*ideas did not become popular in the U. S. until the 1970's  
What two main ideas was Vygotsky's work based on? 1) intellectual development can only be understood by looking at the historical and cultural contexts

2) Development depends on the sign systems (cognitive tools) each individual grows up w/  
-language, writing system, counting etc.

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In contrast to Piaget, Vygotsky believed that cognitive development is linked to... input from others

Vygotsky 3 major assumptions: 1) complex mental processes being as mental social activities then, as children develop they internalize these processes and use them independently

2) children's development can be gauged by assessing what they can do alone w/o assistance and what they can do w/ assistance

3) children can perform more challenging tasks when assisted by more competent individuals

Self-Regulation \*involves the acquisition of signs from instruction and from others

internalizing the signs so one can think and solve problems w/o help from others  
Vygotsky believed that Learning PRECEDES PRECEDES

developmentDevelopment occurs when1. Emergence of Private Speech

- \*early years, thinking occurs independently of language

- \*when language appears, its used first for communication as opposed to thought.

## 2. Zone of Proximal Development

- \*learning takes place when children are working in their ZPD

- \*goal is to move children to completing tasks

## 3. Scaffolding

- \*want to provide a child w/ a lot of support in the beginning stages of learning something and then have the child take more responsibility when they are able

## 4. Cooperative Learning

Private Speech\*talking out loud to oneself

- \*self talk which guides thinking and actionsZone of Proximal

Developmentsociocultural means of learning

task are those the child cannot yet do alone, but can with

assistanceScaffoldingassistance given by a more competent peer or

adultCooperative Learningchildren work together to help each other learn

- \*provide models of more slightly advanced thinking

- \*now is one of the most researched and most used educational

innovationsOnly activities that fall within the zone of proximal

development... can be learned