

Reflect on vygotskian adolescence

Education



**ASSIGN
BUSTER**

Reflect On Vygotskian Adolescence Reflect On Vygotskian Adolescence

Vygotsky's theories of adolescence are characterized with social interactions.

During adolescence, the problem of psychological development during the stage of adolescence is the issue of interests. Vygotsky stated that all human psychological development and functions are found within a system that is directed by trends, tendencies and interests, which are established through a personality. The driving forces of behavior have the potentials to change at different levels. Their evolution provides the basis for behavioral changes.

The first area of study that will be analyzed is the problem of changes in motives (Karpov, 2009). During the age of adolescence, Vygotsky attributed the changes to sexual maturation and other forms of physiological maturation. In this case, sexual maturation refers to the emergence of new stimuli and needs. This refers to the aspects that determine change in a system of interests. Vygotsky also emphasized on the fact that the development of interests is dependent on the content of social-cultural development.

There are a number of shortcomings of using this theory. Vygotsky does not outline the reason for the occurrence of the new motives in adolescents.

According to Vygotsky, change in motives results from the reconstruction of adolescent sexual desires and needs. This occurs because adolescents have the ability to operate at levels of formal logical thought. However, he does not explain the mechanisms used during the reconstruction (Karpov, 2009). Additionally, the idea of motives contradicts his earlier theoretical notions. This theory can be criticized based on the fact that Vygotsky leans on the mental development of the motives.

The second Neo-Vygotsky's area of research that will be analyzed is idea of <https://assignbuster.com/reflect-on-vygotskian-adolescence/>

development through social interactions. According to Neo-Vygotsky, adolescents learn through their interactions with their environment or society. Their interactions with their environment enable them to learn about moral norms and values. However, the transformation of social consciousness to self-consciousness is not a passive process of adoption. Neo-Vygotsky theorists argue that the components of social consciousness are internalized and mastered through the application of problem solving strategies. In this case, adolescents test their moral norms and values based on their interactions with their peers. These are also based on their ability to internalize mental processes and make small variations to original processes. Social interaction during the period of adolescence is a significant aspect of neo-Vygotsky theorists (Karpov, 2009). Social interaction is crucial in the determination of three aspects of development; identity formation, moral reasoning and adolescent stress and storm. These elements have a social interaction implication. For instance, social interactions promote moral reasoning. It is important for an adolescent to interact with peers than with parents. According to a number of studies on adolescent development, moral reasoning is supported by peer discussions on issues concerning morality. Interaction with peers is a major activity of adolescents. The development of motives leads to interactions with peers, which lead to the facilitation of mental processes during the developmental process.

The two areas of study of discussion are changes in motives and development through social interactions. Neo-Vygotsky theorists changed and elaborated what they thought was not correct. Neo-Vygotsky theorists provide appropriate theories for the development of adolescence because the theories are based on sociological interactions. According to these <https://assignbuster.com/reflect-on-vygotskian-adolescence/>

theories, it is essential for adolescents to interact with their peers in order to facilitate the developmental of mental processes.

Reference

Karpov, Y. V. (2009). *The Neo-Vygotskian Approach to Child Development*. New York: Cambridge University Press.