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Compare and contrast piaget and vygotsky's theories of cognitive development

Although Piaget's theory was very influential, it did not remain undeniable. Many later researchers obtained results indicating that cognitive development is significantly more continuous than Piaget claimed. For example, Diamond (1985) found that at a permanent object, the task was discussed earlier, infants show earlier knowledge if the waiting period is shorter. At the age of 6 months, they remove a hidden object if the wait is no more than 2 seconds; In 7 months, they get it if the wait is no more than 4 seconds; And so on. Even earlier, at 3 or 4 months, infants show surprise in the form of a longer time if objects suddenly disappear for no obvious reason (Baillargeon, 1987). Similarly, children's specific experiences can have a significant impact on developmental changes. Children of pottery makers in Mexican villages, for example, know that changing the shape of clay does not change the amount of clay at a much younger age than children who do not have similar experiences (Price-Williams, Gordon, Ramirez, 1969). (51) Figure 6-2: The Concrete and Formal Operating Steps of Piaget under Project Noba are licensed under CC-BY-NC-SA 4.0. Lev Vygotsky (1978), a Russian psychologist, focused on how the thinking of a child or newcomer is influenced by relationships with people who are more capable, knowledgeable or experienced than the student. In other words, a child's cognitive development is guided by interaction with other people. Vygotsky made a reasonable suggestion that when a child (or beginner) learns new skills or solves a new problem, he can work better if accompanied and assisted by an expert than when performing alone, although still not as good as an expert. Learning a new task first takes place on a social plane (or through social interactions), and then it becomes internalized and occurs on an individual plane. As knowledge is internalized, it is transformed and linked to previous experience and knowledge. Someone who has played very little chess, for example, is likely to compete with an opponent better if helped by an expert chess player than if to compete with an opponent alone. Vygotsky called the difference between solo performance and auxiliary execution a zone of proximal development (or APD for brevity) - that is, figuratively speaking, a place or area of immediate change. From this social constructivist perspective, learning is like auxiliary performance (Tharp and Gallimore, 1991). The proximal development zone is a dynamic area of sensitivity to the learning skills of culture in which children develop by participating in problems with more experienced cultural representatives (Rogoff, 1990, p. 14). During training, knowledge or skills are initially in the expert assistant. If an expert is qualified and motivated to The then expert expert experience that allows a beginner to practice important skills or build new knowledge. These experiences often use scaffolding. Scaffolding when an expert provides structure as a child develops new knowledge and/or skills. In this regard, the specialist is a bit like an athlete's coach, offering help and offering ways to practice, but never doing the most real sports work. Gradually, by providing a continuation of the experience applied to the new competencies of the beginner, the expert-trainer allows the beginner or student to assign (or do their own) skills or knowledge that originally resided only at the expert. (55) In addition to social interactions, language and culture were also the cornerstone of the concept of sociocultural theory of Vygotsky's cognitive development. For Vygotsky, thinking and language are inextricably intertwined. When you think you usually use language. When you use language, you think. For Vygotsky, children interact with others as they complete tasks within a given culture (e.g. cooking or gardening), and the person guiding them on the task is talking to them, helping them both in language development and in getting the job done. Vygotsky discovered that children will for the first time use private speech (speaking aloud) when learning their language. For example, if you watch a three-year-old play alone, he talks all the time about what's going on. However, over time, our language becomes internalized. If you watch an eight-year-old play alone, he often doesn't say anything. This is because he or she now has an inner speech (or inner voice). A child can talk about their toys going in his or her head. As language grows, so does our ability to think. However, according to this theory, cognitive growth depends on social interactions within this culture. (1) Piaget emphasized the ways that long-term development determines a child's ability to learn, not the other way around. It is believed that the earliest stages of a child's life are quite self-centered and depend on the sensory and motor interactions of the child with the environment. By acting or reacting to their surroundings, the child has relatively few language skills initially. This limit the child's ability to learn in the usual, school sense of the word. As we develop, of course, language skills improve, and therefore the child becomes more learnable and in this sense more able to learn. But regardless of the child's age, the ability to learn waits or depends on the stage of development of the child. Social constructivists such as Vygotsky, on the other hand, stressed the importance of social interaction in stimulating the child's development. Therefore, language and dialogue are basic, and Seen as going as a result-reverse sequence depicted by Piaget. Obviously, a child doesn't start life with a lot of basic language skills, but that's why interactions need to be forested with more experienced experts - people capable of creating a zone of proximal development in their conversations and other interactions. In pre-school years, the experts are usually parents; After the beginning of school years, experts expand to include teachers. (55) The way people learn has proved a mystery of understanding over the centuries. In the first years of training, the child's brain develops in many ways. There are many factors that contribute to cognitive development and many theories about how these factors affect a learned understanding of the world. Two of the most famous theorists in this field are Piaget and Vygotsky. Between the works of Gene Pyaget and Leo Vygotsky there was a broader understanding of mind, cognitive development and learning philosophy to help inform the methods and practices of learning. In fact, it is difficult to explore the world of early childhood learning and education without tripping over these two names. Although both are equally known, Piaget and Vygotsky differ in many points of their research. Throughout this article we learn what informs both of their theories, how they are similar, how they differ, and why they both remained so prominent in all the textbooks. What is Piaget's theory? A French theorist in the 1900s, a French theorist, developed a theory of children's cognitive development that was based on how a child builds a mental model of the world around them. While some theories say that learning and intelligence is a fixed trait, Piaget determined that it was something influenced by external sources. For example, the environment around the child will influence how they develop and understand what is going on around them. Piaget was the first to develop a full and systematic study of child psychology. Through observational studies of a number of children with practical tests, Piaget measured how well they can spell, count, and solve problems to determine the level of intelligence. In the course of his research, he found that over time, fundamental concepts of time, number and space appeared. He concluded that children are born with a basic genetic or inherited mental structure. It is a fundamental structure for everything else that we learn through social, environmental and physical experiences. What is Vygotsky's theory? Russian psychologist Lev Vygotsky had a theory that formed the basis of constructivism. He believes that social interaction was before development and that consciousness is the end product of all social behavior. This work came to a Western thought after its initial publication in 1962. In his research Vygotsky focused on how social interactions and connections inform him of his understandings. He found that people from an early age use communication skills, such as speaking and writing, to develop high thinking skills. There are other factors influencing Vygotsky's theory. One such factor is a more knowledgeable other (MKO), which can be an adult, teacher or mentor who helps shape thinking skills with their contribution. MKO is located at the top of the proximal

development zone(ERD). The space between the student and MKO fills in this area and this is where the learning takes place. This theory is very popular today in children's directional learning. It is a theory that encourages and encourages contextual learning, led by the child as an active learner. A lot of games based on learning ideas stem from this theory. Piaget VS Vygotsky Although never in direct competition with each other, theories developed by Piaget and Vygotsky are often used as opposed to each other for many educational books. This is because they have two theories of learning with a lot of differences, but still influence the understanding of the cognitive development of early learners. Here are some of the key similarities between Piaget and Vygotsky: Learning is gradual for children and new information becomes more complex and developed as they age. Both recognize nature and upbringing as important and things that coexist in learning and development. Cognitive development of children occurs in stages and consistently. It doesn't sound like much like a similarity, but they are very important in recognizing the core important way as children learn. The key point that is shared by Piagzh and Vygotsky is that learning is consistent and development requires certain stages to occur before the transition to the next step can occur. Moving on from what looks like, here's a look at the differences between Piaget and Vygotsky: Piaget Vygotsky Cognitive Development is already being formed and determined by how children adapt to new experiences. Cognitive development is determined by social interaction and experience. Children learn through active self-knowledge and awareness. Children need a built guide to study and development. Cognitive development is universally similar to all children. Cognitive development varies and varies depending on culture and time. Children will learn only when they are ready. Children can learn at any time, having forests and shape. Language is the result of cognitive development. Language is the key to unlocking cognitive development. The conclusion when comparing and contrasting the theories of learning Piage and Vygotsky, it is easy to understand why they are both so important in the modern understanding of cognitive development. They were both used to inform pedagogical methods that are regularly used in childhood education. The final difference, emphasizing the theory, is that Piaget believes that self-knowledge and active learning is important, while Vygotsky believes that learning should be directed by a teacher, mentor, or space to guide learning. These techniques can be seen in different pedagogical areas, either allowing children to learn through investigation or guiding them with specific learning tools. When both theories are used in conjunction with each other, there is an endless opportunity to help children develop critical thinking skills and cognitive awareness for a comprehensive way of learning. Neither theory is actively correct, but both are very important to be aware of when educating early learners. Students.

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