



from social and cultural context. Social interaction here means that a more competent member of the culture will *externalize* learned processes which will then be *internalized* and thereby learned by a less competent member.

- **The More Knowledgeable Other (MKO)** - a term that addresses a **person** (typically teacher or instructor, but others as well) or a machine that, when compared to the learner, has **more knowledge and skills related to a particular task**, process or concept. This person can help a child to learn new concepts and tasks, but only as long as those tasks and concepts don't exceed the zone of proximal development.
- **The Zone of Proximal Development (ZPD)** - a term to describe the **zone between** learners ability to **complete a task with guidance** or collaboration and ability to **solve it alone**. The ZPD is where learning occurs. Motivation for introduction of ZPD lies in observation that children could often accomplish tasks with the help of others that they could not accomplish alone. The **zone of proximal development** is the difference **between a child's current level of development and his or her potential level of development**, where full cognitive development is achieved through social interaction. According to Vygotsky, two children may be at the same level of actual development, but given the appropriate help from an adult, one might be able to solve many more problems than the other. This kind of performance was to Vygotsky much more important than performance of a child alone, like the one measured by intelligence tests.

Vygotsky believed that speech and writing are tools developed from the culture in order to mediate social environment. These tools first help children to communicate their needs and later to develop higher order thinking skills. Egocentric speech<sup>4)</sup> was according to Vygotsky a transition from social speech to internalized thoughts.

## What is the practical meaning of social development theory?

First implication of Vygotsky's theory comes from the emphasized **importance of social interaction**. In accordance with that, **interaction**, collaboration and peer instruction between learners should be **encouraged** during the educational process, since it will enhance learning. Teacher should also collaborate with the learners and help them construct meaning and he should also try to encourage externalization:

- *"the teacher, working with the school child on a given question, explains, informs, inquires, corrects, and forces the child himself to explain."*<sup>5)</sup>

The teacher or any higher-level partner in the educational process should always be aware of the development level of his partner.

Another effective form of teaching is **scaffolding** - providing learner with **help** when and as much **as needed**.

## Criticisms

Criticisms of Vygotsky's theory usually emphasize that:

- it doesn't take into consideration **gender differences**,

- underestimates abilities and ignores role of an individual,
- does not address the issue of how outer world is bridged to internal mind,
- valuing performance children accomplish together may result in children **becoming lazy** and expecting help even when they can accomplish something on their own.<sup>6)</sup>

## Keywords and most important names

## Bibliography

Zimmerman, Barry J., and Dale H. Schunk. Educational psychology: a century of contributions. Routledge, 2003.

Riddle, E. M. Lev Vygotsky's social development theory. 1999.

Social Development Theory (Vygotsky) at Learning Theories. Retrieved April 11, 2011.

Logic, Programming, and Robotics for non-technical students. Constructivism: Constructivist Theory And Social Development Theory. Trinity College, Dublin. Retrieved March 22, 2011.

TIP: Theories. Social Development Theory (L. Vygotsky). Retrieved March 22, 2011.

## Read more

Vygotsky, L. S. The Historical Meaning of the Crisis in Psychology: A Methodological Investigation. Plenum Press, 1987.

Vygotsky, L. S. Thinking and Speaking. The M.I.T. Press, 1962.

Newman, Denis, Peg Griffin, and Cole, Michael. The construction zone: working for cognitive change in school. Cambridge University Press, 1989.

Jacobs, G. and Asokan N. Towards a Comprehensive Theory of Social Development. In: Human Choice, World Academy of Art & Science, USA, 1999.

Vygotsky, L.S. Mind in Society: The development of higher psychological processes. Cambridge, MA: Harvard University Press. 1978.

<sup>1)</sup>  
Liu, C. H, and R. Matthews. Vygotsky's philosophy: Constructivism and its criticisms examined. International Education Journal 6, no. 3: 386-399. 2005.

<sup>2)</sup>  
Vygotsky, L.S. Mind in Society: The development of higher psychological processes. Cambridge, MA: Harvard University Press. 1978.

<sup>3)</sup>  
Social Development Theory (Vygotsky) at Learning Theories.

<sup>4)</sup>  
*"Egocentric speech is a form of speech that is observed typically in young children and involves them using speech without addressing anyone in particular. In the following article we shall learn more*

*about egocentric speech and its many components."* Source: [Buzzle.com](https://www.buzzle.com).

5)

Vygotsky, L. S. The collected works of L. S. Vygotsky: Vol. 1. Problems of general psychology (R. W. Rieber & A. S. Carton, Vol. Eds.; N. Minick, Trans.). New York: Plenum, 1987. (Originally written or published between 1929 and 1935)

6)

Sanrock, John W. Child development. McGraw-Hill, 2003.

From:  
<https://www.learning-theories.org/> - Learning Theories

Permanent link:  
[https://www.learning-theories.org/doku.php?id=learning\\_theories:social\\_development\\_theory&rev=1386771518](https://www.learning-theories.org/doku.php?id=learning_theories:social_development_theory&rev=1386771518)

Last update: **2023/06/19 15:49**

