

Theory of General Cognitive Development Jean Piaget & Lev Vygotsky

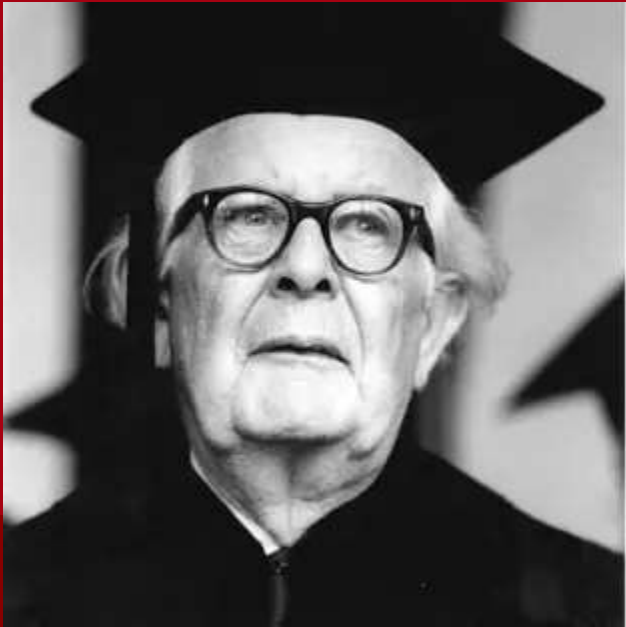
What is the theory of general cognitive development ?

The theory of general cognitive development refers to broad explanations of how human thinking, reasoning, memory, and problem-solving abilities develop over time.



WHAT IS JEAN PIAGET'S THEORY OF COGNITIVE DEVELOPMENT?

- Piaget's theory of cognitive development takes place via the interaction between natural capacities and environmental happenings, and children experience a series of stages



PIAGET'S 4 STAGES OF COGNITIVE DEVELOPMENT

1. **Sensorimotor** - (birth to 2 years)

Focuses on sensory experiences and motor action to understand the world. And learn about the world through basic action



PIAGET'S 4 STAGES OF COGNITIVE DEVELOPMENT

2. The Preoperational Stage (2-7 years) is characterized by symbolic thinking, egocentrism, and difficulty understanding logic and conservation.

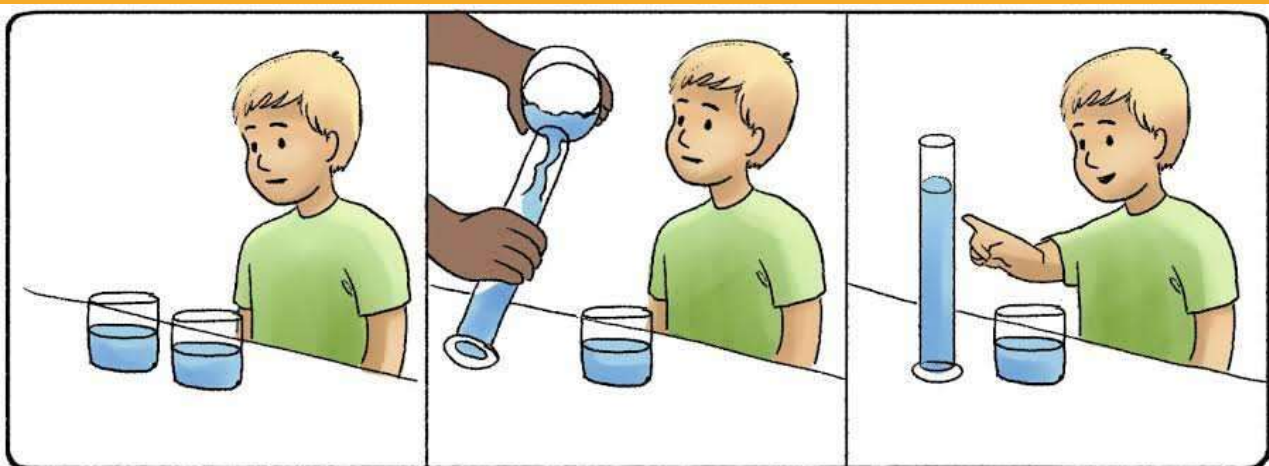


PIAGET'S 4 STAGES OF COGNITIVE DEVELOPMENT

Egocentrism is the tendency to perceive the world and situations from a self-centered perspective, often interpreting and evaluating everything in relation to one's own self, without considering or minimizing the perspectives of others.

PIAGET'S 4 STAGES OF COGNITIVE DEVELOPMENT

3. The Concrete Operational Stage - Children grow quite more skilled at applying logic at this point of development, even if their thinking is still very literal and concrete. As children improve their ability to consider other people's perspectives, the egocentrism of the preceding stage starts to fade.



PIAGET'S 4 STAGES OF COGNITIVE DEVELOPMENT

4. Formal operational - (12 and beyond)- this is the final stage of cognitive development.

Abstract reasoning and hypothetical thinking, and begin to think more about moral, philosophical, ethical, and social.



What is Lev Vygotsky Theory of Cognitive Development?

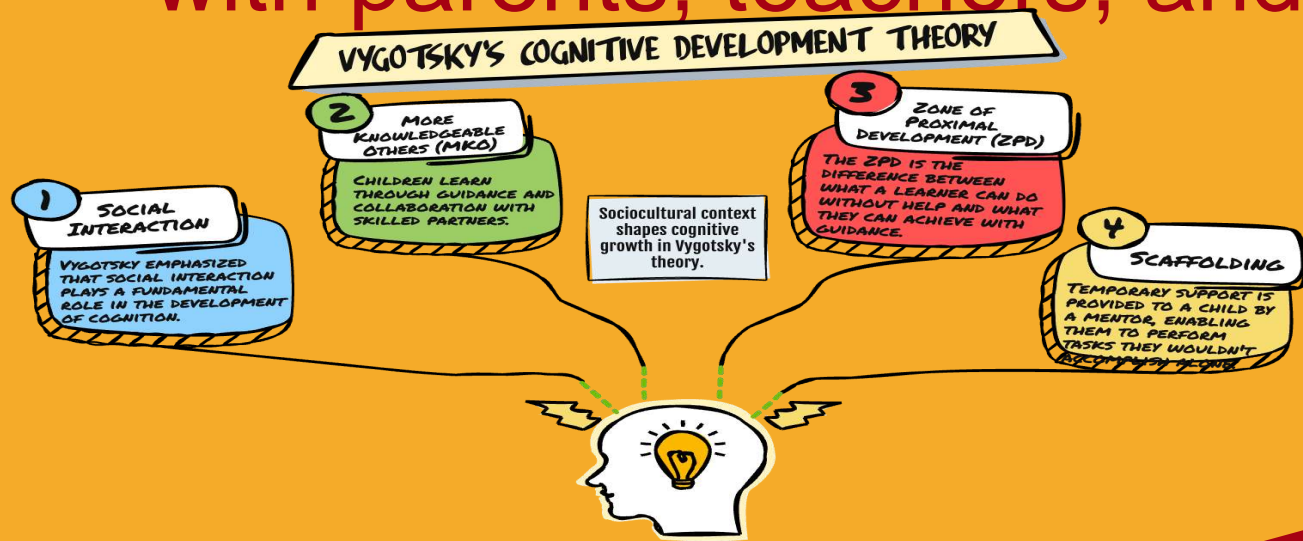
Lev Vygotsky's 1896 theory revolutionized cognitive development by emphasizing social interaction and cultural influences, challenging traditional notions and introducing a fresh perspective on intellectual growth.



Vygotsky's Theory of Cognitive Development

SOCIOCULTURAL THEORY

Vygotsky's sociocultural theory emphasises the crucial role of social interaction and cultural context in cognitive development. He argued that children's learning and development are primarily influenced by their social environment, including interactions with parents, teachers, and peers (Vygotsky, 1978).



VYGOTSKY'S COGNITIVE DEVELOPMENT THEORY

1 SOCIAL INTERACTION
VYGOTSKY EMPHASIZED THAT SOCIAL INTERACTION PLAYS A FUNDAMENTAL ROLE IN THE DEVELOPMENT OF COGNITION.

2 MORE KNOWLEDGEABLE OTHERS (MKO)
CHILDREN LEARN THROUGH GUIDANCE AND COLLABORATION WITH SKILLED PARTNERS.

Sociocultural context shapes cognitive growth in Vygotsky's theory.

3 ZONE OF PROXIMAL DEVELOPMENT (ZPD)
THE ZPD IS THE DIFFERENCE BETWEEN WHAT A LEARNER CAN DO WITHOUT HELP AND WHAT THEY CAN ACHIEVE WITH GUIDANCE.

4 SCAFFOLDING
TEMPORARY SUPPORT IS PROVIDED TO A CHILD BY A MENTOR, ENABLING THEM TO PERFORM TASKS THEY WOULDN'T ACCOMPLISH ALONE.



Key aspects of sociocultural theory include:

Social Interaction: Vygotsky believed that social interaction is essential for cognitive development. Children learn through engaging in activities with more skilled individuals, such as adults or more advanced peers.



Key aspects of sociocultural theory include:

Cultural Tools: Vygotsky emphasised the importance of cultural tools, such as language, symbols, and technology, in shaping cognitive development. These tools help children make sense of their world and communicate with others.



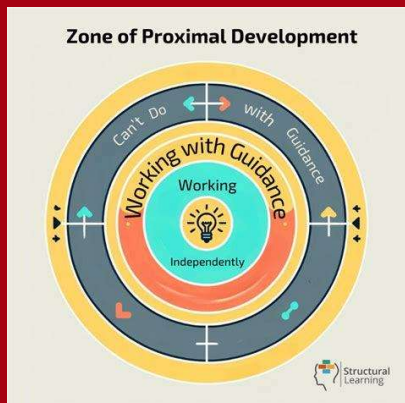
Key aspects of sociocultural theory include:

Internalisation: As children engage in social interactions and use cultural tools, they gradually internalise the knowledge and skills they have learned, leading to cognitive growth.



Zone of Proximal Development (ZPD)

The Zone of Proximal Development (ZPD), a concept in psychology developed by Lev Vygotsky, refers to the space between what a learner can do independently and what they can achieve with the help of a more knowledgeable person.



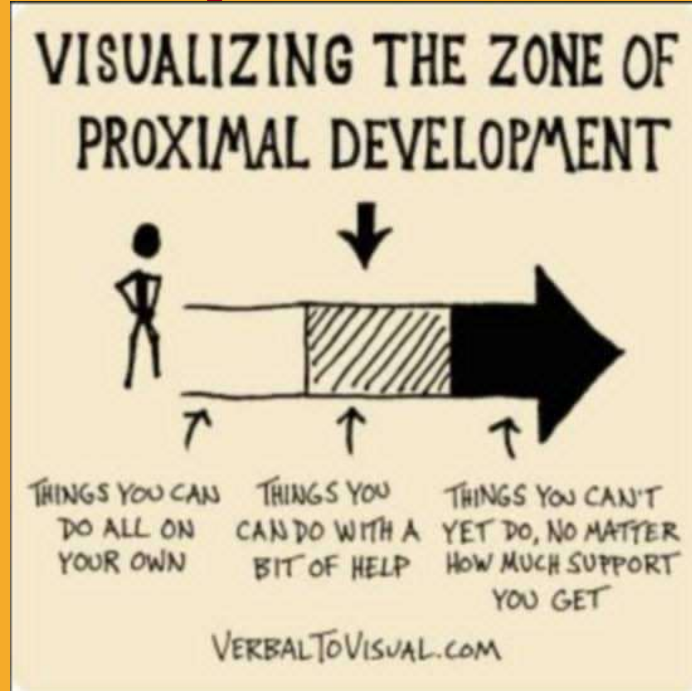
Zone of Proximal Development (ZPD)

Zone of Proximal Development



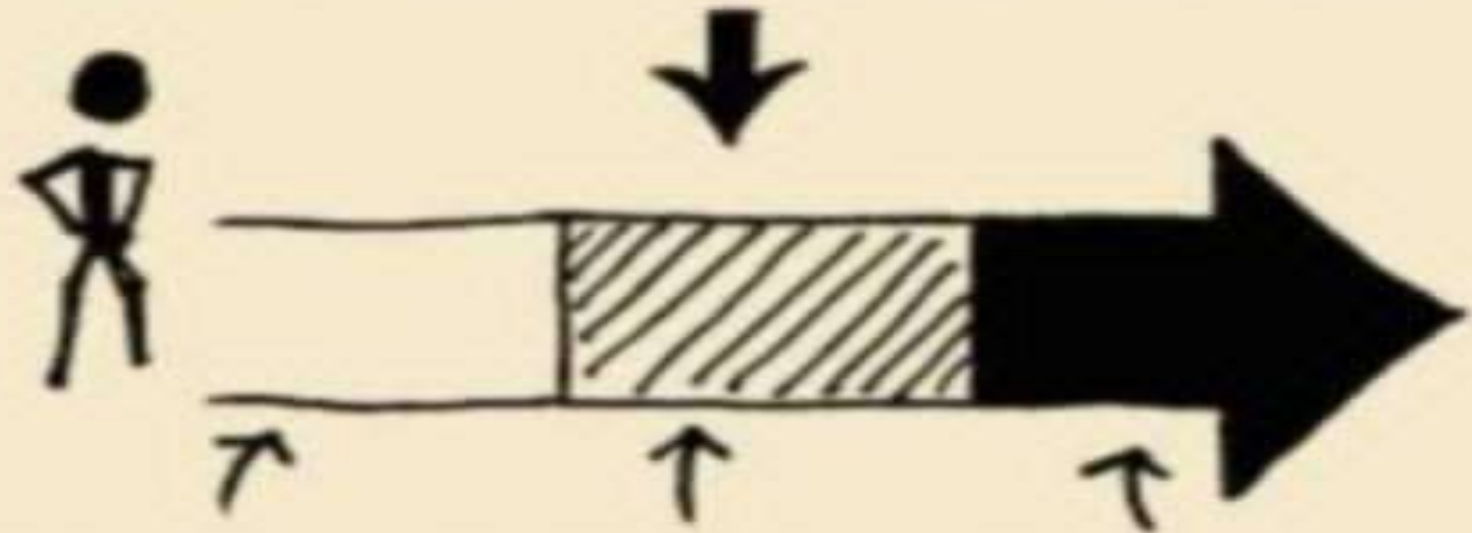
Actual Developmental level

In Vygotsky theory the Actual Development level is refers to the knowledge and skills of the learners can do on their own without any assistant.



**Actual
Develop-
mental
level**

VISUALIZING THE ZONE OF PROXIMAL DEVELOPMENT



THINGS YOU CAN
DO ALL ON
YOUR OWN

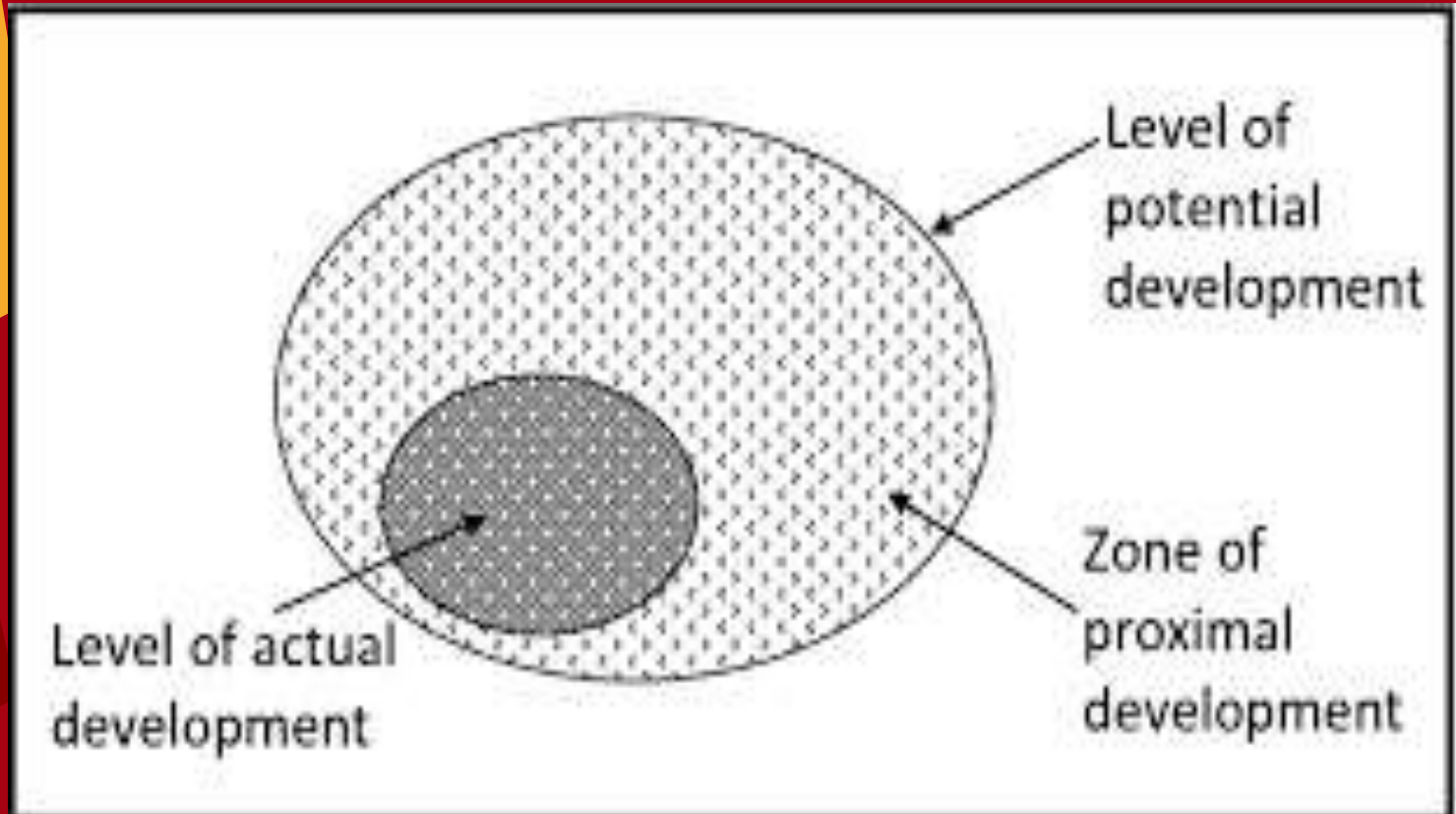
THINGS YOU
CAN DO WITH A
BIT OF HELP

THINGS YOU CAN'T
YET DO, NO MATTER
HOW MUCH SUPPORT
YOU GET

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The tasks a child can perform with guidance and support from more skilled individuals.

Potential Developmental Level:



Scaffolding

Scaffolding is a process by which adults or more skilled peers provide support and guidance to help children learn and develop new skills.



INNER SPEECH



- Also known as the internal monologue, inner speech is the voice we hear in our minds when thinking or reading. Surprisingly, empirical research has found that not everyone has this inner voice, though the majority of us do. Science and psychology have given it plenty of attention

PRIVATE SPEECH

Private speech is speech that is spoken to oneself, but not intended for others to hear. It is a way for people to think through problems, gain confidence, and guide their actions.



THANK YOU,