

allow children to use the basic mental functions more effectively/adaptively, and these are culturally determined (e.g. memory mnemonics, mind maps).
e.g memory in young children this is limited by biological factors. However, culture determines the type of memory strategy we develop. E.g., in our culture we learn note-taking to aid memory, but in pre-literate societies other strategies must be developed, such as tying knots in string to remember, or carrying pebbles, or repetition of the names of ancestors until large numbers can be repeated. Vygotsky therefore sees cognitive functions, even those carried out alone, as affected by the beliefs, values and tools of intellectual adaptation of the culture in which a person develops and therefore socio-culturally determined.

-play-development relationship can be compared to the instruction-development relationship, play provides a much wider background for changes in needs and consciousness. Action in the imaginative sphere, in an imaginary situation, the creation of voluntary intentions, and the formation of real-life plans and volitional motives - all appear in play and make it the highest level of preschool development.

- much important learning by the child occurs through social interaction with a skillful tutor (MKO - more knowledgeable other) through cooperative or collaborative dialogue (tutor may model behaviors and/or provide verbal instructions for the child)
- Example (Shaffer) girl begins puzzle alone performs poorly, father joins demonstrates and describes basic strategies e.g finding the corner/edge pieces first proving a couple of pieces + offers encouragement = child more competent + father allows child to work more independently = According to Vygotsky, this type of social interaction involving cooperative or collaborative dialogue promotes cognitive development.

Principle 1 - MKO - more knowledgeable other - someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept.e.g childs peers , teacher or adult. The key to MKOs is that they must have more knowledge about the topic being learned than the learner does.

Principle 2 - Zone of Proximal Development - (ZDP)

- Concept that relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner.
- By providing tasks that aren't too hard for the child as they will become anxious or too easy as they will become bored in the ZPD the activities are within the childs skills and challenges(ability) with guidance. from the MKO.

-Interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development.
- achieve greater cognitive skills when activities are scaffolded by an adult or MKO.

