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Moving with and beyond Vygotsky
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“Argumentation in the child hypotheses constructing”

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The purpose of our project is to reveal the conditions in which the argumentation as a form and a content of discussion promotes a generating of meaningful hypotheses.

Under our hypothesis the implication of the argumentation technique into the group discussion permits children to pass from the autistic level of hypotheses constructing through egocentric (hypotheses) to meaningful hypotheses, based on objective criteria related to the essential principles of the concrete domain knowledge.

This research is based on social-psychological concept of intellectual development by A.N. Perret-Clermont.

This concept of argumentation is experimental research works by J. Piaget L. Vigotsky and the followers about role of social collaboration in children intellectual development.

A special group "Children's laboratory" was organized as part of Center of Psycho-Pedagogical Rehabilitation and Correction. The participants - primary school-aged children, age 7-8 - discuss the plant's and animal's life. In the course of the training children get problem-solving tasks demanding to prove their personal opinion.

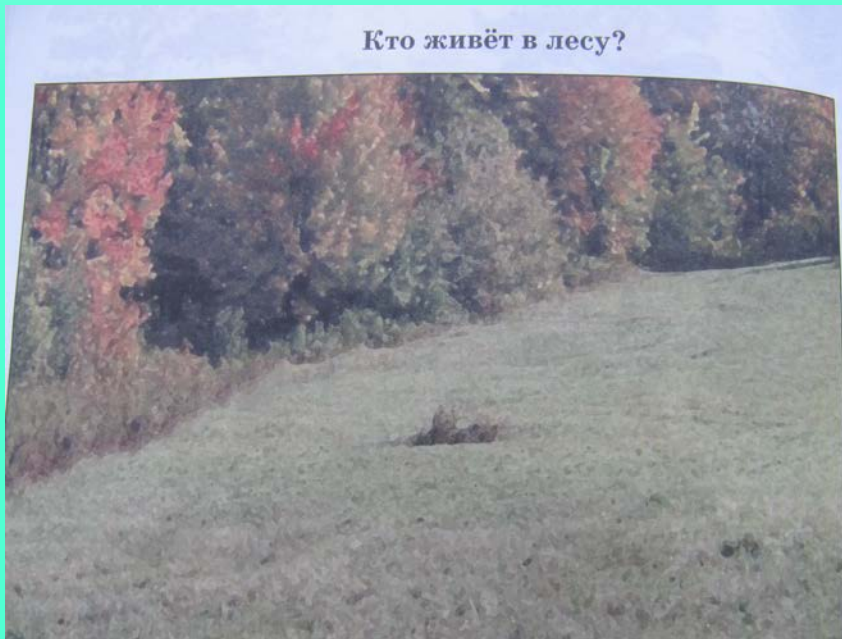
EXAMPLES OF TASKS

1. The world around us: Natural or artificial ?
2. Plants: wild or cultural?
3. Animals: wild or domestic?
4. The structure of plant: flower, stem, leaf, root, fruit.
5. The sense organs in humans.
6. The sense organs in animals.
7. Insects - who are they?
8. Why do birds need a beak?

Example of the task

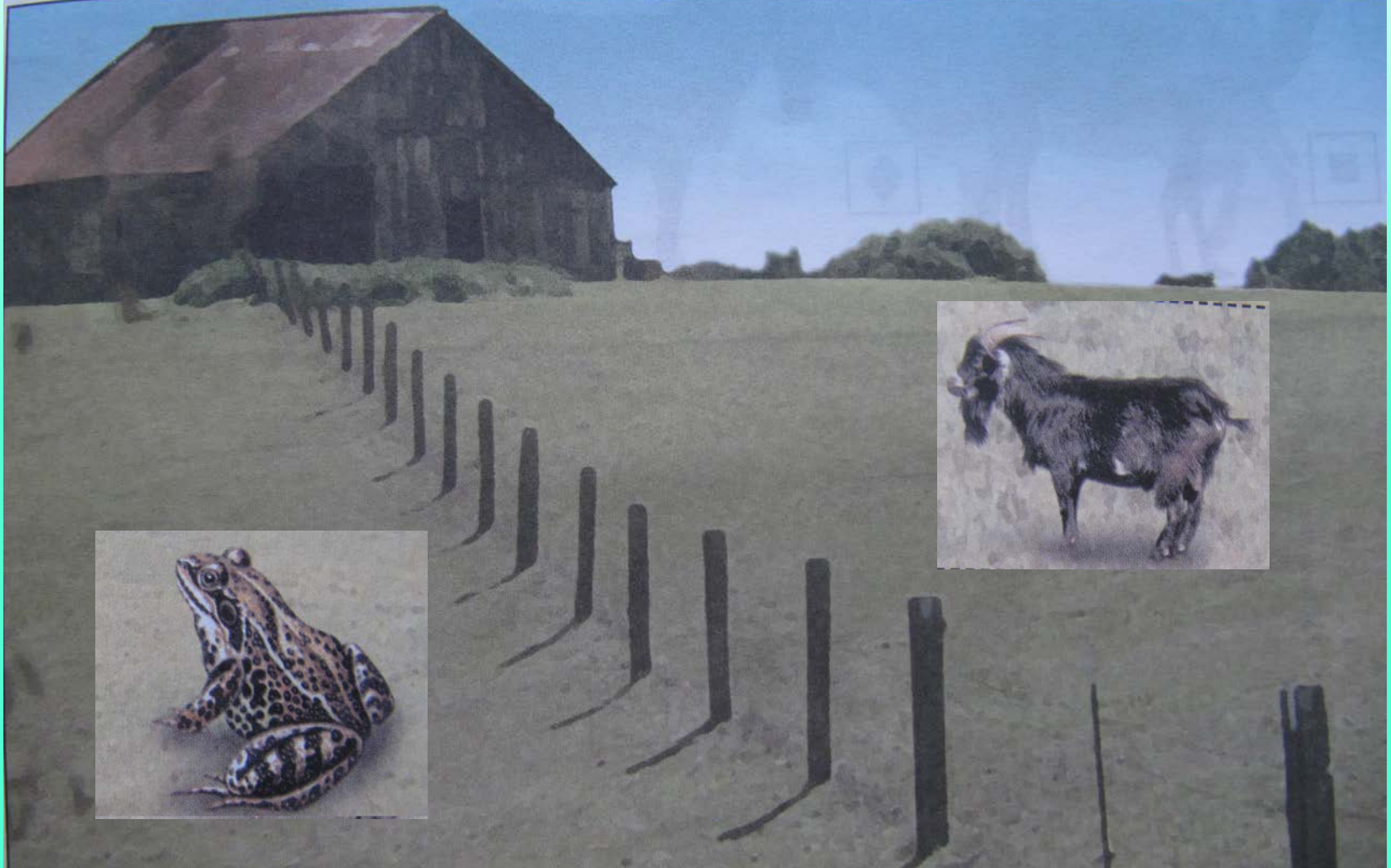
Who lives in a forest?

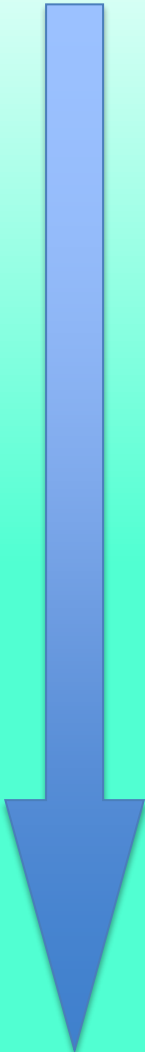
Who lives on a farm?





Кто живёт на ферме?





“Autistic” hypotheses (the main basis for this hypotheses is fantasy)

- *«Pig lives on a farm, because in the forest it would not survive»*
- *«Frog - is wild, because it makes burrows»*

“Egocentric” hypotheses (not considering the situation in whole, aligned on one of conditions which depends on subjective preferences and last experience)

- *«Dog lives on a farm, because it can guard the house»*
- *«Woodpecker is wild, it eats trees and is looking for worms»*

“Meaningful” hypotheses (the main basis is objective criteria combined among themselves)

- *«Pig - is a domestic animal, because it brings a lot of meat»*
- *«Woodpecker - is wild. It lives in the woods on a tree. It does not bring anything useful to people, it only brings benefit for forests»*

Problem!!!

Authority of the adult (teacher) is very strong in Russian traditional educational system. Children have many problems with expression there own position which sometimes is not similar with adult position, or even opposite.

May be we can help them???



Thank you for
your attention!

Your questions
are very
welcomed!