

4th International ISCAR Summer University 2013



UNESP UNIVERSIDADE ESTADUAL PAULISTA
"JÚLIO DE MESQUITA FILHO"
Faculdade de Ciências e Letras
Campus de Araraquara – SP

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GEPCO – Study Group on Concrete Psychology

(<http://www.vigotski.net/gepco.htm#7>)

Marxism Studies on Education

(<http://dgp.cnpq.br/buscaoperacional/detalhegrupo.jsp?grupo=033070891>

DKHT0)

Analysis of child development during the early childhood: activity of actions with objects



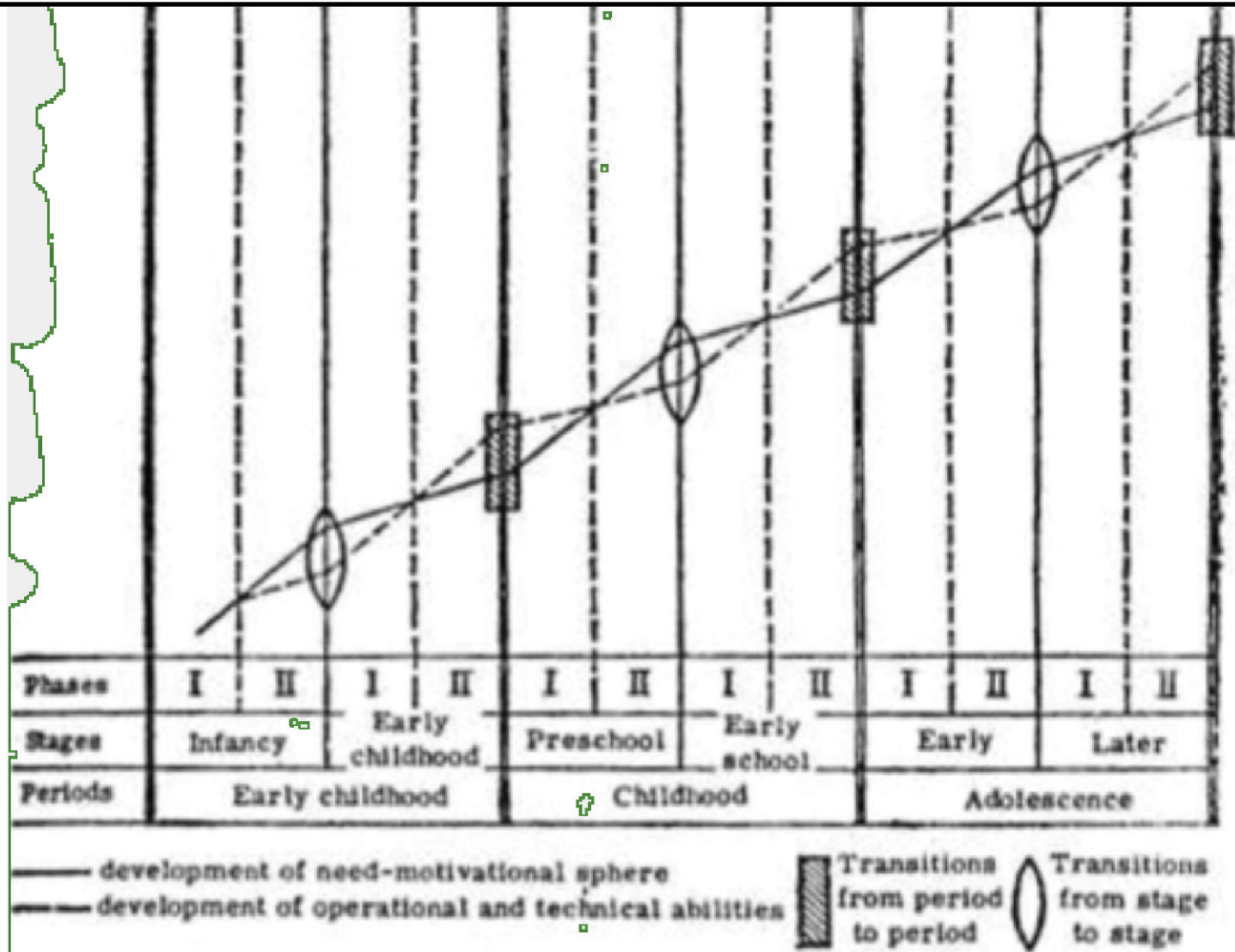
Theoretical bases

- Dialectical Materialist Method;
- Leading activity – Leontiev;
- Human development periodization – Elkonin;
- *Activity of contact with objects* – leading activity in early childhood;
- Human development as fundamental for the organization of teaching processes;

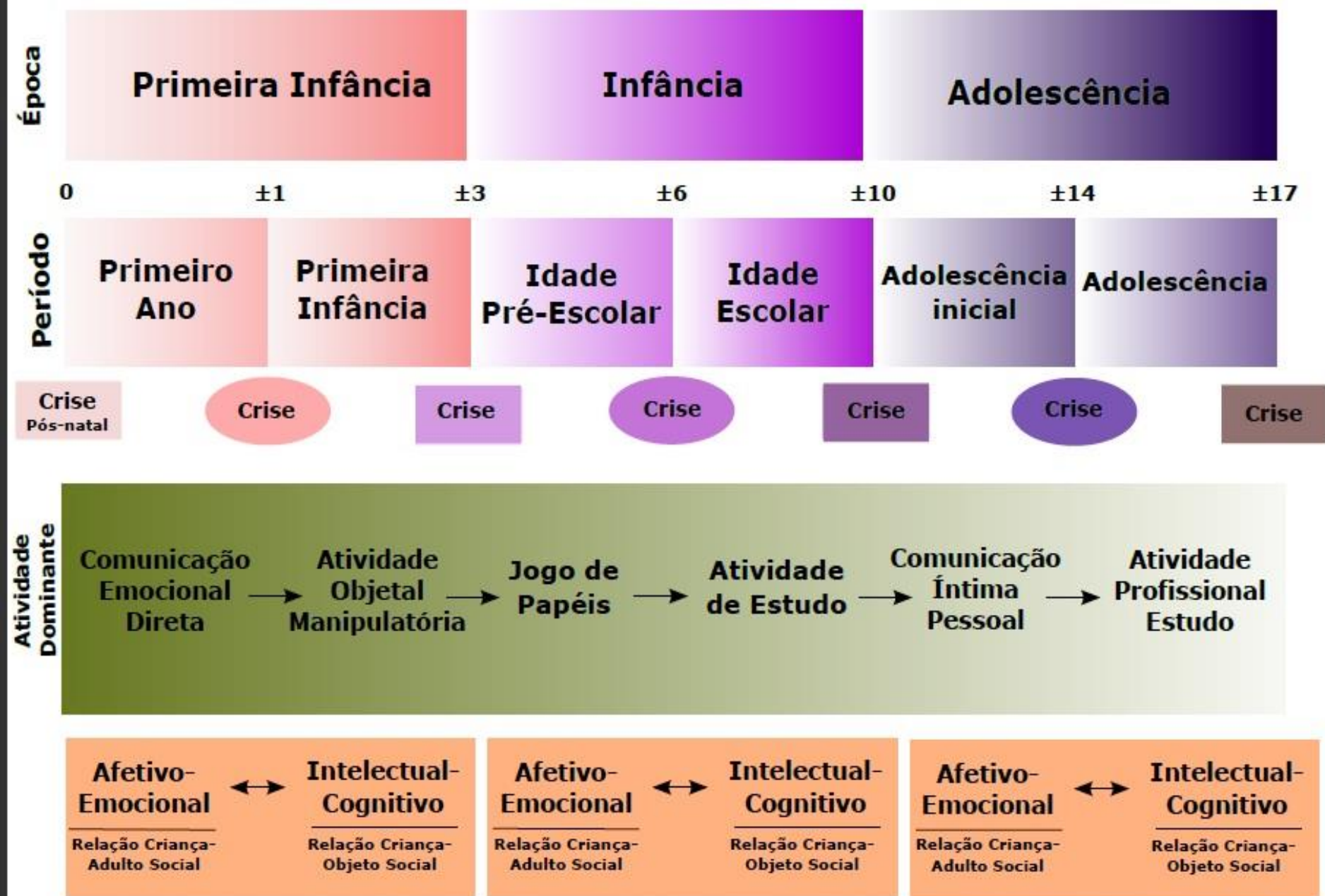
Research Problem

Validity of Elkonin's characterization of the stages of child development half a century after the elaboration of this problem presented in his paper *Toward the problem of stages in the mental development of the child* (1989).

Graphic representation about human development periodization suggested by Elkonin for the first time in 1971
 (<http://www.marxists.org/archive/elkonin/images/elkonin.gif>)



PERIODIZAÇÃO DO DESENVOLVIMENTO PSÍQUICO



Method

“there are two distinct methodological procedures for concrete psychological investigations. In one of them the methodology is discussed in the research given separately; another, is present throughout the investigation. We could quote plenty of examples of one and the other. Some animals - the soft body - take out your bones as the snail carries its shell; others have the skeleton inside, your inner frame. This second type of structure seems higher not only for animals but also for the psychological monographs and that is why we chose”. (Vigotski, 1995, p. 28).

Methodology description

- Empirical research, including observation and video-recording as the main sources for data collection.
- We will be filming children between one and three years old, regularly enrolled at a state Early Childhood school.
- The images shall be representative of those children's routine and will capture their interaction with adults, objects and their peers.

- The transcription of the images will result in the selection of ***episodes***, constituted by sequences of operations integrating one same action performed by the child;
- The episodes will be submitted to analysis, including processes of categorization and quantification;
- ***Categories of analysis*** correspond to groups of episodes that refer to similar processes in child psychic development.

For example:

“In the bathroom, sitting (1) in front of the teacher and looking to her (2) (...)”

Here I have an example of a transcription that I will transform in two episodes like: (1) to sit; (2) Visual contact with adult.

The first episode will be included in a category that I call motor balance, and the second episode joins the category called adult's contact.

So, the amount of episodes will be joint in categories of analysis and that can give me some graphics .

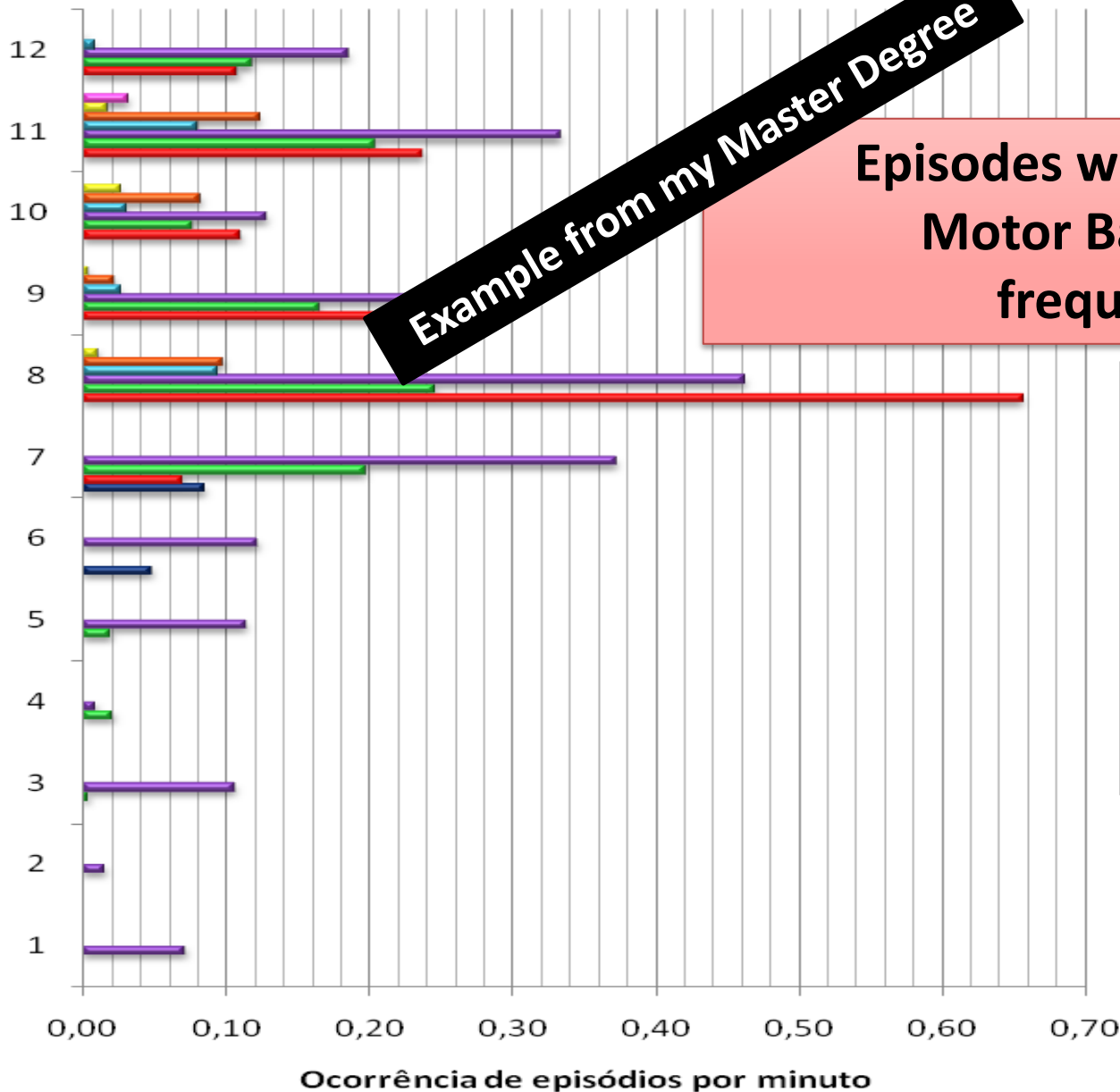
Frequência média de episódios por minuto na categoria de Locomoção e Equilíbrio Motor

Example from my Master Degree

Episodes which is include in Motor Balance Category: frequency per minute

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- Stand up without help;
- Walk with help;
- Stand up with help;
- Kneel down;
- Change positions;
- Sit down;
- Crawl



Episodes per Categories of Analysis



Contact with adults



Contact with objects



Contact with their own body



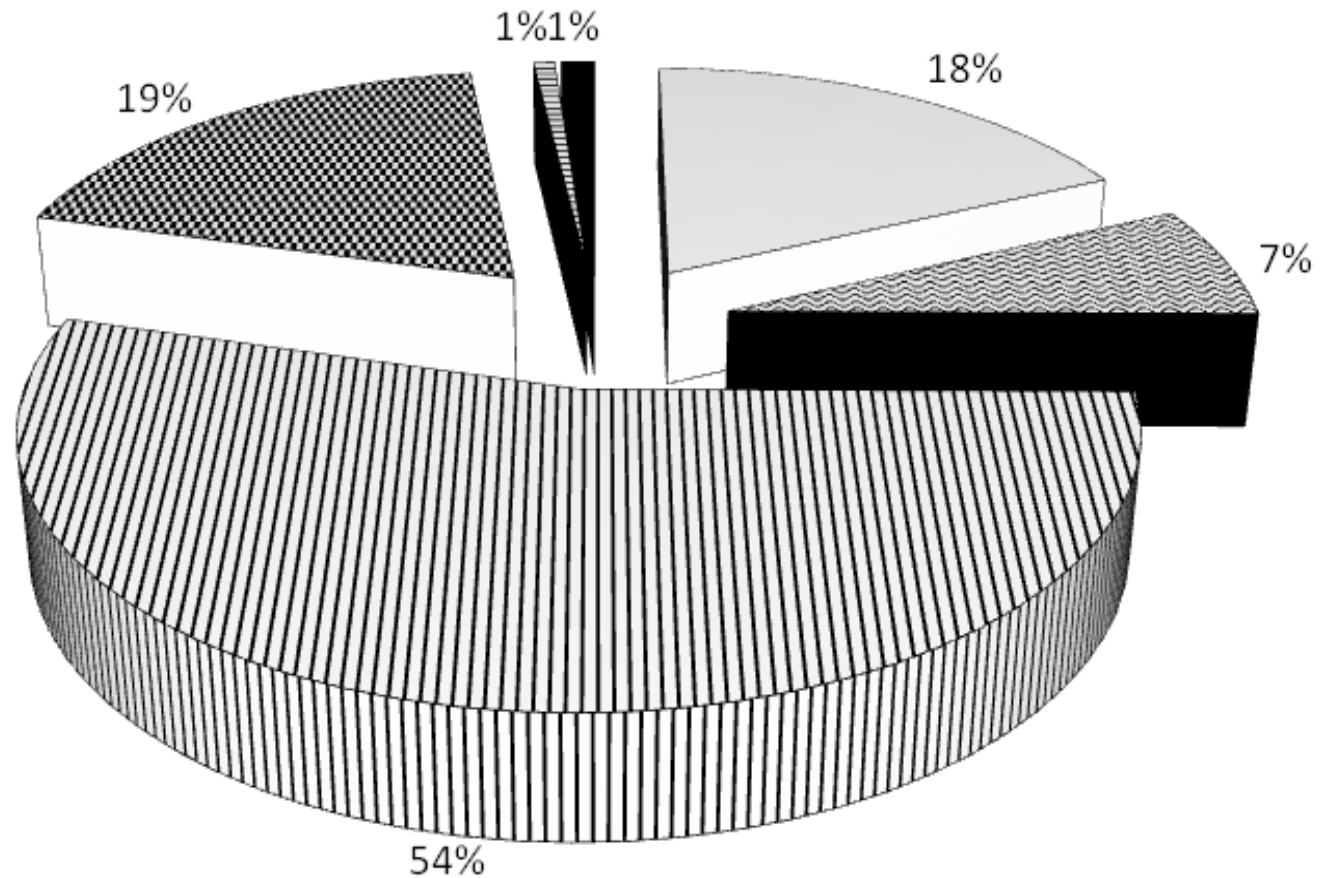
Contact with other children



Motor balance



Speech



Reasons

When we think in Historical-Cultural Psychology, we need to consider the historical update which is inherent to this science. In this way, we have studied the dynamics between the age and the social situation to the development.

Questions

- How can we think in a theory of periodization inside a historical-cultural approach?
- How can we think in a specific reality and make a general science?
- Does the methodology make sense for you?

Method Challenge

- It is of special interest for me the discussion on research methodology, as one of the main challenges in my Master Degree research was the design of procedures for data collection and analysis which expressed the epistemological foundations of cultural-historical theory;



How specific or how general one must be when doing research, and when creating new theories of children's development?

According to Hedegaard (2008)

“childhood research should be explicitly anchored in historical settings. However, as pointed out by Burman, developmental psychology should also be very explicit about the aim of research and about what and for whom development research is valuable. We argue furthermore that it is not enough to focus only on the societal conditions and values, we must also have a methodology that will allow both theory and research about child development to be generated. **Such a methodology must be anchored in a concrete historical setting and at the same time contribute towards an understanding of the general conditions that support child development”.** (p. 4)

Theoretical-dialectical knowledge

- “Theoretical-dialectical knowledge is the type of knowledge that catches the dialectical relationship between production/practice and the ideals of activity/concepts that can be found in objects/artefacts”. (Heedegard, 2008 apud Davydov, 1990);
- **Dialectical knowledge includes categories of empirical knowledge, but also surpass these by relating the categories to the practice conditions in which they have evolved.**

BASIC LITERATURE

- ELKONIN, D. “Sobre el problema de la periodizacion del desarrollo psíquico em la infância.” In: SHUARE. M. (Org.). *La Psicologia evolutiva y pedagogica en la URSS*. Moscú: Editorial Progreso, 1987, p. 104-124.
- HEDEGAARD, M. and FLEER, M. *Studying Children: a cultural-historical approach*. Mc Graw Hill – Open University Press: England, 2008.
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- VYGOTSKI, L. S. *Obras Escogidas*. Tomo II. Madrid: Editora Visor, 2000.

Thank you so much!

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