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**ZPD: CONTEMPORARY VIEWS IN THEORY AND PRACTICE OF
EDUCATION AND PSYCHOTHERAPY.**

PART ONE

This symposium presents modern research on the concept of the zone of proximal development. Within the framework of then cultural-historical psychology, the zone of proximal development is initially defined as a theoretical concept and as a possible diagnostic tool. The reports of the symposium participants are devoted, on the one hand, to a return to the initial understanding of the concept, and on the other, to the importance of updating the concept in modern psychological science.

Keywords: learning, development, ZPD, subjectness position (agency), reflection, reflective-activity approach

**MULTIDIMENSIONAL MODEL OF THE ZONE OF PROXIMAL
DEVELOPMENT AS A KEY TO DESCRIBING MECHANISM OF SELF-
DEVELOPMENT: REFLECTIVE-ACTIVITY APPROACH**

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The report gives a brief history of the formation of the concept of the zone of proximal development (ZPD) as a multidimensional space of development opportunities in the process of overcoming learning difficulties by students. It is shown that some ideas, on the basis of which there is an idea of a multidimensional model of the ZPD, were already formulated by L.S. Vygotsky, and specific "steps" towards this model were made by Russian psychologists. Consideration of the ZPD as a multidimensional space allows us to explain how "one step in learning can give one hundred steps in development" (L.S. Vygotsky), substantiate the role of the student's subjectness position as the basis for self-development, substantiate the idea of the infinity of development and the infinity of the child's possibilities, even if he is a person with disabilities. A multidimensional model of the ZPD is developed as part of a reflective-activity approach (RAA) to help students overcome learning difficulties, contributing to development (V.K. Zaretskii et al.). In the framework of the RAA, the student is considered as the subject of activity of overcoming learning difficulties and its reflection, while he is also the subject of joint activity with adults and their reflection, which becomes the source of his development and various abilities, including the ability to be the subject of self-development. The report provides examples from practice that show how the process of becoming a child as a subject of self-development can occur in the process of obtaining an advisory psychological and pedagogical assistance by technologies of the RAA.

Keywords: multidimensional model of the zone of proximal development, learning and development, the subjectness position of the student, reflection, counseling assistance, reflective-activity approach.

IS ZPD ABOUT DEVELOPMENT? CURRENT STATE OF ARTS AND WHAT SHOULD BE DONE

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Twenty years ago, Palinskar defined Zone of Proximal Development (ZPD) as “one of the most used and least understood constructs in modern pedagogical literature” (Palinskar, 1998, p. 370). Despite a series of recent research (Gredler, 2012, Lake, 2012, Clara, 2017; Kellogg & Shin, 2018; Smagorinsky 2018; Mutekwe, 2018 among many others), the current situation has not changed as ZPD is characterised by the domination of simplified and even incorrect interpretations. For example, Wikipedia says: “The zone of proximal development, often abbreviated as ZPD, is the difference between what a learner can do without help, and what they can't do”; newest psychological textbooks continue to define ZPD as the difference between the tasks (see, for example, Berk 2017). There is an increasing trend of concerns about incorrect interpretations of ZPD (Chaiklin, 2003; del Rio & Alavarez 2007; Gredler, 2012) which shows the roots of misconceptions in 1) the absence of correct translation of the definition of ZPD and 2) the dominance of simplified and “adapted” versions of cultural-historical theory in an international academy.

The presentation, following a new translation of ZPD from Vygotsky’s original (Vygotsky, 1935) and other Russian sources unavailable for English-speaking audience explores the content of ZPD as 1) diagnostic method and 2) theoretical concept. Several examples of experimental studies of ZPD will be presented and discussed.

PERFECTIONISM IN MODERN STUDENTS: DESTRUCTIVE PERSONALITY TRAIT AND BLOCK OF THE MOVEMENT IN ZONE OF PROXIMAL DEVELOPMENT

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According to the research data, the number of adolescents and university students with emotional maladjustment is growing up along with increasing levels of perfectionism. In this study, the authors compared indices of perfectionism in two samples of Russian university students that completed the Three-Factor Perfectionism Inventory (N.G. Garanyan, A.B. Kholmogorova) in 2005—2008 (N=449) and 2017—2018 (N=194). The comparison revealed that levels of the most destructive perfectionism aspects associated with depressive and anxiety symptoms have significantly increased. Overall, the means on subscale corresponding to socially prescribed perfectionism have increased by 34%, whereas the indices of perfectionistic thinking have grown twice. According to

multifactorial psychosocial model of affective spectrum disorders (A.B. Kholmogorova, N.G. Garanyan, 1998), the cult of success and achievements in modern society is inextricably linked to this growth of perfectionism indices. The data obtained and their interpretations correspond closely to the studies of researchers from western countries. One of the most devastating consequences of perfectionism is the blockade of activity in new situations when movement without errors is impossible. Students cannot move forward, remaining in the zone of proximal development. They set unrealistic goals to do immediately and well, to earn approval. The necessity to create a healthy learning environment and establish psychological service in education's system is confirmed.

Keywords: students, perfectionism, socially prescribed perfectionism, perfectionistic cognitive style, depression, anxiety, psychosocial factors, zone of proximal development

NOTIONS OF THE ZONE OF PROXIMAL DEVELOPMENT AND THE SPACE OF CHILD REALIZATION

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Analysis of modern preschool education shows that there are two trends in the work of teachers. The first trend is associated with the development of academic knowledge by children under the guidance of adults. This activity is carried out in the zone of proximal development and is aimed at the appropriation of cultural tools. The second trend is represented by a child-centered approach. The second direction can serve as the basis for constructing the concept of the space of child realization, which complements the concept of the zone of proximal development. These two approaches leaving the impression they are diametrically opposed. One of them is more focused on mastering what has already happened and has become a cultural norm. Another approach can be used to master the experience of constructing the future, i.e. for the development of culture. We believe that the teacher should combine both of them. This combination involves the use of dialectical thinking.

Keywords: zone of proximal development, learning, space of child realization, dialectical thinking, development, child-centered approach.

PART TWO

The second part of the symposium focuses on the practical application of the concept of ZPD in different research fields. Understood as a tool of analysis, ZPD can be used in case studies in individual and group work. At the same time the concept of ZPD can be applied as a tool in counseling help in individual and group work. Symposium presents different studies in educational field – work with children with disabilities, with group of children with special needs and application of concept in longitudinal study in the framework of the program “Chess for overall development”, based on principles of the reflective-activity approach.

Keywords: case study, ZPD, cultural-historical psychology, counseling help, work with children, reflective-activity approach

REFLECTION OF THE LESSON IN THE TEACHERS ZONE OF PROXIMAL DEVELOPMENT

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The paper will consider the experience of providing psychological and pedagogical assistance to teachers based on the multi-dimensional model of the zone of proximal development of V. K. Zaretsky. The work was carried out in the framework of the psychological support of teachers of one of the schools in Moscow. More than 500 lessons were analyzed and dozens of teachers were assisted during the work based on this model. In the analysis of the lesson, the counselor (psychologist) can be a model of the teacher who based on the principles of cooperation, work in ZPD and **the subjectness position**. Compliance with these principles is extremely important for both professional and personal development of the teacher. In the example of three cases, the paper examines the development of teachers in completely different dimensions. The first case describes the work with the personal dimension: the perception of oneself as a teacher, awareness of one's own teaching position, attitudes towards one's own mistakes. In the second case, the development of reflection organization skills and assistance in ZPD when faced with difficulties in solving problems came to the fore. In the third case, the main work took place in the plane of interaction with the group: establishing and maintaining contact, agreeing on the rules, presenting the material. The paper also describes a method for providing psychological and pedagogical assistance to the teacher in analyzing the lesson: establishing contact, the wording of the joint plan, the analysis of the objectives of the lesson, analysis of success analysis of the difficulties that he sees himself the teacher, reflection.

Keywords: reflection; zone of proximal development; pedagogical and psychological counseling.

«CHESS FOR OVERALL DEVELOPMENT»: REFLECTIVE-ACTIVITY APPROACH

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Report of the project “Chess for General Development” V.K. Zaretsky, A.M. Gilyazova is presented. In 2004, in the small town of Satka, Chelyabinsk Region, an experimental platform was launched on the basis of the Vertical Club of Chess (Foundation) (hereinafter the Vertical Club) to create a methodology for teaching primary school children to play chess. The main goal of developing this program was the application of the reflective-activity approach (RAA) to the organization of conditions for the development of the ability to act in the mind at an early age (8-9 years). This skill is considered one of the key tools for the dynamics of enhancing intellectual processes.

Chess is considered as a resource for the overall development of the child, both intellectual and personal.

Over the 15 years of the project's existence, the results of the diagnosis of intellectual and personal indicators of more than 1000 students of secondary schools were analyzed. A comparative analysis of the indicators of those engaged and not involved in chess has revealed a high degree of effectiveness of lessons based on the use of doctrines about ZPD in practice of the RAA.

RAA technology is unique in its toolkit in the form of reflection and action (working off of conscious ways to solve problems). With the help of reflection, a child can understand and discuss with an adult from a position of cooperation the reason why at a given level of development he cannot cope with a specific task. To develop an individual way to solve it and put this knowledge into practice (action).

Studies have proven that the result is a qualitative leap in the development of precisely those children with whom classes are conducted using the technology of RAA. Moreover, the longitudinal character of the research suggests the long-term effect of these changes. Teachers who have successfully mastered the practice of RAA achieve significant results together with their students. Today, there is a growing trend in the number of gold medalists in classes where chess training was conducted according to the methodology of V.K. Zaretsky and A.M. Gilyazova. And our teachers become the best chess teachers in a competition held by the Ministry of Education and the Russian Chess Federation.

The report will present the system of the Satka chess education as a whole, which, according to the results of 2018, became one of the winners of the All-Russian competition organized by the Russian Chess Federation.

Keywords:

Chess for general development, mental plan of action, "zone of proximal development", reflective-activity approach in learning, intellectual processes, longitudinal character of research, intellectual and personal development.

LEARNING IN THE ZONE OF PROXIMAL DEVELOPMENT

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Lev S. Vygotsky believes that only in good teaching learning precedes development.

In one lesson, each child should go through all stages of ontogenesis from infant to schoolchild.

This is the requirement for every child to cultivate their feelings in the classroom as compassion, to cultivate their shared activity with the other children as an awareness of themselves, to cultivate their memories as commemoration and to use their minds reasonably.

This is as meaningful for the developmentally delayed child as it is for the gifted child.

A person is not characterized by having a single ability

but that it is constantly redone in the unity of all its possibilities.

Teaching should allow each child to be recognized in accordance with his secret tendencies, enabling him to learn in his own unique way. This is learning in the zone of the next development.

We deeply suspect that every child should be allowed to go unhindered through his psychic metamorphosis in order to become what the Creator of all things has always thought.

That's the big secret we should go into as educators.

THE ROLE OF A MENTOR IN THE FORMATION OF THE ZONE OF PROXIMAL DEVELOPMENT (ZPD) IN ORPHANED CHILDREN

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The study of the role of a mentor in the formation of ZPD of orphaned children was conducted in 2020-2021 as part of the study of their subjective well-being (SWB). The study involved 3,426 orphans from orphanages of three age groups: preschoolers, primary school children, teenagers.

The evaluation criterion was the satisfaction of children with the indicators of ZPD, which were included in a separate SWB domain. These included: satisfaction with their own skills and abilities in areas that are of interest to the child (education, leisure, sports, art, mastering household skills), involvement in educational activities and self-assessment of their productivity, as well as satisfaction with the quality of the scaffolding itself. Scaffolding is considered as the actions of an adult in relation to a child, building the space of his ZPD.

As the results of the study showed, the mentor's scaffolding is the most influential, system-forming indicator in the structure of a child's SWB, regardless of the age group and conditions of living of orphaned children, since it affects, practically, most of its domains. For adolescents, the mentor's scaffolding can be considered as a "predictor of enthusiasm for educational activities". Informants are more convinced of the possibility of influencing the results of their training compared to those who do not have a mentor. Cooperation with a mentor increases the satisfaction of a teenager and a younger student with their school achievements, as well as opportunities to cope with school stress, and when interacting with other significant adults.

Thus, the cooperation of a mentor and an orphan child, regardless of age and conditions of upbringing, contributes to the growth of children's personality, allows interiorizing the system of social relations, ways of managing emotions that exist in the system of relations surrounding the child.

Keywords: mentor, orphans, scaffolding

