

Vygostky theory and the reading stimulation on children in preschool age, using the computer as a didactical tool (1998). 4th International Conference on information, Systems analysis and informatics. Orlando Florida. (Paper presentation)

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Abstract

The present work is an investigation project in development. It is an experience that we come implementing in the nucleus of the central University of Venezuela with headquarters in the city of Barquisimeto, Estado Lara.

Starting from some concepts managed by the psychologist-educating Lev Vygostki that base their theory of the human development or their social-historical focus and their incidences on the education, such as; I develop and learning, half-filled action, social interaction, cooperative learning, area of next development in the children, among others. We have been interested in the application of this theoretical mark in a concrete reality of learning with children of preschooler age –4 years -, in computer science laboratory using computer as mediator instrument of learning.

In this sense, leaving of interpreting the learning concept and their such context which as it manages it the Vygostkiana theory, we have designed and carried out a first experimental pilot test where we try to check that it is possible to stimulate the area of next development in children of preschooler age in the reading area and in the formation of scientific concepts, using for it certain educational, previously evaluated software and adapted to the age and respective content.

In this first phase of our work we subjected to theoretical consideration the approaches which base the learning concept according to Vygostki, in way of assuming their posture like own. Also, by means of an estimate scale we achieve an instrument to evaluate the educational software for preschooler to use in the experience, it stops later on at one time to apply it to a sample of children during two sessions of 45 minutes each one of 4 weeks.

We understand perfectly the limitations of a work as which are devoted to make, the complexities of the theory of Vygostki they represent an interpretation challenge and mainly of their dialectical re-adaptation at these new times that we live, the preliminary results of the beginning of our investigation open us however, the possibility to be able to understand with more empirical and conceptual objectivity the effects that could have some elements that conform this author's perspective social-historical on the education and the learning.

Keywords: preschooler education, calculation, social-historical theory, educational software, learning.