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Children's Learning in the
"Zone of Proximal Development"

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zation into the culture they are learning. These aspects of social guidance of learning are what we believe may be responsible, on a day-to-day basis, for the rapid progress of children in becoming socialized participants in the intellectual and social aspects of their society.

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This chapter presents a more general view of the zone of proximal development than ordinarily encountered in the American psychological literature. It refers to Soviet influence on Vygotsky and presents examples from work, play, and educational activities involving elementary-school-age American children.

Current Activity for the Future: The Zo-ped

*Peg Griffin
Michael Cole*

Translation from one conceptual system to another is always a risky business. When the translation crosses cultural boundaries, the risks are even greater. In this chapter, we examine Lev Vygotsky's concept of the zone of proximal development (*zona blizhaishego razvitiya*) for aspects that have been underplayed or overlooked in most English-language discussions. It is our impression that English-speaking scholars interpret the concept more narrowly than Vygotsky intended, robbing it of some of its potential for enabling us to understand the social genesis of human cognitive processes and the process of teaching and learning in particular. The standard source for discussion of the zone of proximal development (Zo-ped) is Vygotsky's monograph *Language and Thought* published posthumously in 1934 and translated into English in 1962. As pointed out by Graham (1971) and Kozulin (in press), the translators omitted material that they considered irrelevant, so that the English-language version contains only 153 pages, while the Russian original had 318 pages. Additional

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