

Exploring Early Language Development through a Vygotskian Lens: A Focus on Concept Formation and Critical Period in Three-Year-Olds

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Abstract

This research examines the language development of a three-year-old child through Lev Vygotsky's socio-cultural theory. Utilizing journals and observations, the researcher explores the child's acquisition of some language constructs within a social and cultural context. The study emphasizes the vital role of social interactions, including conversations with parents and peers, in shaping the child's linguistic progress. The analysis spans several months, highlighting a few linguistic constructs and their correlation with everyday situations and play interactions. This research contributes to the understanding of child language development by emphasizing the significance of socio-cultural factors. The study underscores the practical application of Vygotsky's socio-cultural theory and offers insights for English as a Foreign Language (EFL) teachers, educators, and caregivers. Ultimately, the findings highlight the importance of creating a nurturing socio-cultural environment to foster a child's linguistic development.

Keywords: Language Development, Language Construct, Linguistic Progress, Child Development, Socio-Cultural.

Introduction

In recent years, the socio-cultural theory has captivated the attention of linguists and social researchers, emerging as a compelling theoretical framework for holistic

examination of various facets of human existence, with a particular focus on language development. This approach has proven indispensable in unraveling the intricacies of social aspect of human life. Consequently, it is essential to equip English as a Foreign Language (EFL) teachers with a profound understanding of the pioneering work of Lev Vygotsky, a renowned Russian psychologist whose invaluable contributions laid the cornerstone for the socio-cultural theory (Newman &Latifi, 2021).

This study leverages Vygotsky's seminal work to illuminate the early stages of language learning development. By doing so, the researcher aims to provide insights that will prove invaluable to second/foreign language instructors and educators at large. The findings will enable them to tailor their teaching approaches to accommodate the unique needs and developmental stages of their students, ultimately enhancing the efficacy of language instruction and fostering more successful language acquisition.

Origins of Vygotsky's Work

Vygotsky, a Russian researcher, started his work during the spread of communism in Russia and wrote in the Russian language. Unfortunately, his work coincided with Stalin's communist era, which was known for suppressing free thinking. Vygotsky's academic work suffered as a result of the communist regime, and it was suppressed and outlawed along with the scholarly work of many other Russian scientists (Taber, 2020). Scientific thinking was seen as a threat to the fundamental principles of communism during Stalin's regime, and it was considered anti-communist. This led to the banning of Vygotsky's scientific contributions even after his death.

Despite the difficulties Vygotsky's work faced during his lifetime, his theories have had a profound impact on all areas of knowledge (Nakkula; 1993; Mahn, 2012; Taber, 2020). My admiration for Vygotsky's work grew after working with Professor Mahn, who dedicated his career to studying Vygotsky's theories, and collaborating with Russian-native doctoral students. Today, more and more social researchers and educators are relying on Vygotsky's invaluable and insightful theoretical notions.

Through his conceptions, researchers gain a better understanding of numerous human-related phenomena, such as socializing processes, language learning, acculturation, and identity formation. Linguists and social researchers alike can benefit greatly from his work.

This particular study is rooted in Vygotsky's theoretical concepts and delves into the development of language in children, particularly during its early stages. The primary focus is on how children internalize the language learning process and utilize it to express themselves. Socio-cultural research places emphasis on the examination of how knowledge is constructed, internalized, appropriated, transmitted, and transformed in both formal and informal learning environments, as pointed out by Steiner and Mahn (1996, p.196). In essence, Vygotsky is regarded as a humanist who combines the roles of genetic psychologist, path-psychologist, philologist, anthropologist, educator, and cultural scientist, as noted by Mylinkova (2016).

The objective of this paper is to examine how linguistic constructs and social behaviors are formed and developed in young children during their early socialization process, applying a Vygotsky's theoretical framework. To fully comprehend Vygotsky's perspective, it is imperative to take a closer look at the fundamental principles that underpin his work.

Literature Review

As Vygotsky pointed out in "Crisis in Psychology," there long existed a significant dilemma in theories driving the field of psychology. Vygotsky argued that psychology lacked an effective and valid methodology for investigating the construction and development of naturally complex social and linguistic human features (Barrs, 2021; Graham et al., 2023; Nakkula, 1993; Mhan, 2013 Taber, 2020; Rieber&Wollock, 1997). The absence of such a comprehensive methodology to study the human socialization processes has occurred simply because previous research had not yet adopted a proper conceptual framework (Mahn, 2012)). Vygotsky argued that

social/linguistic phenomena, such as human psychology, language, thoughts, and learning and development, cannot be thoroughly understood without the proper theoretical framework (Vygotsky, 1997). In other words, Vygotsky's primary critique of former psychologists was that it had been irrational and incompatible to utilize a non-comprehensive, poorly structured primitive methodology to explore a significantly multifaceted phenomenon. Those schools of psychology did not consider the complexity of the human beings' linguistic system, nor did they examine the role of the historical environment on the development of human cognitive and personal formation (Vygotsky, 2016).

Therefore, psychologists need to be more prepared to define appropriately the fundamentals of the essence of mind, consciousness, and social and linguistic human labor. The mind and its functions were conceived as two insurmountable psychological concepts, a concept that Vygotsky refuted strongly. Also, Vygotsky argued that led by a distorted notion of the reality of the mind, former psychologists had destroyed their chance of arriving at reliable and accurate analysis of the human socialization processes (Vygotsky, 2016). In other words, possessing a misshaped concept of the mind had misguided former psychologists' path, arriving at false conclusions regarding the analyses of mental, linguistic, and social behaviors.

According to Vygotsky, the initial barrier to establishing psychology as a science was the reluctance to investigate the human psyche. Pavlov, on the other hand, contended that social behaviors in people can be understood through physiological interpretations, without delving into their inner world - similar to how it is done with mammals (as cited in Vygotsky, 1997, p. 110).

In descriptive psychology, some people viewed the mind as a spiritual realm, separate from the physical world. They believed that the mind had no connection to actual materials. According to this school, the essence and appearance of the brain were the same. However, this idea is fundamentally flawed, as Marx pointed out. He argued that

if essence and appearance were the same, science would not be necessary or possible. The failure of previous schools of psychology to define the mind was due to an incomplete and unbalanced understanding of the subject matter. These psychologists used the wrong methodology to investigate the mind. As Vygotsky noted, the traditional view of mental functions was one-sided and erroneous. This was because it failed to recognize the historical development of mental processes (Vygotsky, 2016).

There was a group of psychologists who believed that the mind formed naturally and was not influenced by its environment or experiences. According to them, the mind was a dependent entity and was ecologically isolated (Vygotsky, 1997). They believed that the mind's functions could be analyzed by a physiological approach, which was a scientific paradigm. This view was limited to examining the constructs of the mind to understand its functions. This group of psychologists held a different perspective than Vygotsky who considered the mind's formation process to be influenced by its environment and experiences.

This school of psychology that attempted to define the mind and its complex mental functions did not succeed. Vygotsky believed that the misconceptions about the mind led to the development of an unsuitable methodology. He criticized this approach and stated its failure before it was even put into practice to understand the psychology of learning and development. In 1930, Vygotsky argued that since the elements of the mind are not causal, causal thinking cannot be established, and natural psychology discipline should be avoided.

Therefore, there was a necessity for a new approach--- the dialectical approach--- to study the three unsolved psychological issues, mind, unconsciousness, and the unconscious, for understanding the naturally complex cognitive and social behaviors of human beings. Vygotsky (1978) states.

To understand inner psychological processes, we need to go beyond the organism and look for explanations in public relations of this organism with the environment. Not

within the brain or spirit, but in signs, language, tools, social relations are the answer to mysteries that psychologists are intrigued by (as cited in Mylinkova, 2016).

Vygotsky believed that a dialectical approach is the most effective way to study human development in terms of personal, social, and cognitive formation processes. This approach takes into account the various natural, historical, biological, and social factors that both surround and contribute to the subject matter being examined, including the forces that maintain its existence and those that drive its evolution. Given that the realities we investigate are always in motion and evolving, it is important that our methodology captures the essence of the subject matter in order to produce more accurate analytical results.

Vygotsky's dialectical psychology emphasizes the importance of contextualizing the mind within its natural and social environment. By doing so, psychologists can gain a deeper understanding of how the mind develops. The mind is seen as the result of the unification of psychical and physiological processes, which undergo a qualitative leap in development. This qualitative change leads to the emergence of a new quality, the mind or psyche, which is the subjective and objective expression of the unification of mental and physiological processes. As Vygotsky put it, "the subject matter of psychology is not what is psychophysically neutral but the psycho-physiological unitary integral phenomenon" (Vygotsky, 1997, p. 120). In other words, the mind is not created but rather developed, and it cannot be understood without considering its connection to the body and the environment.

Intent of Article

As discussed above, some researchers attribute language and social behavior development to an internal or subjective process, which overlooks the impact of social interaction on language construction. Others believe that language and social behavior formation are influenced by external factors, such as a behavioristic-based environment; they view language constructs and social behaviors as responses to

deliberate stimuli from caregivers, placing less emphasis on the internal processes in the minds of children and learners.

As someone who is deeply interested in language construction, I hold a unique perspective that differs from the commonly held viewpoints. Rather than focusing on a narrow set of theoretical ideas, I advocate for a more comprehensive approach that draws from various notions posited by Vygotsky. This "Vygotskian perspective" allows for a thorough exploration of the intricate nature of social and linguistic constructs. It serves as the foundation for the arguments I present in this article on language construction processes at age three children. The current study attempts to explain how young children forms language constructs using the dialectical approach theorized by Lev Vygotsky. It strives to answer the following research question.

Research Question

How do young children acquire primitive language concepts in light of Vygotsky's socio-cultural theory?

Methods, Instruments, and Participants

The researcher aimed to investigate how children develop social and linguistic constructs within Vygotsky's theoretical framework. To achieve this, he kept daily journals while observing his son's linguistic and social development, primarily for writing this article. The researcher made a habit of observing his son's social interactions, including interactions with caregivers and peers at daycare, over a period of five months. These observations provided insights into the dialectical approach, including instances of the participant, his three-year-old son, using his first language (Arabic) and second language (English) while playing with friends at home or in parks. The researcher began actively engaging with Vygotsky's dialectical approach six months before his son began acquiring English as a second language. This allowed the researcher to explore how children acquire language concepts through early

interactions, paying close attention to how language concepts and personal traits undergo qualitative transformations.

The researcher's journals were carefully examined and analyzed to reflect on his son's development path concerning various social, cognitive, linguistic, and social phenomena. The researcher used Vygotsky's dialectical approach as a theoretical lens to explain his son's social and linguistic development.

Findings and Discussion

The acquisition of language and social norms in children is a fascinating subject that has captured the interest of both linguists and psychologists. However, comprehending the intricacies of complex social and psychological phenomena requires a comprehensive theoretical framework. It is essential to take a dialectical approach to truly understand how the human mind functions and how its environment influences it. This means considering the mind as a unified psycho-physiological construct rather than separating its components (Vygotsky, 2016). In essence, social norms and language features are not static but dialectical and must be studied in conjunction with the mind to fully comprehend mental function development. The dialectical approach asserts that language learning takes place and evolves within the mind but is driven by sociocultural factors. Examining the mind within its social context can give us deeper insights into how it develops and operates (Mahn, 2003).

Language plays a crucial role in a child's acknowledgement of their existence, especially when the mind and the psyche blend through social input. Children learn to establish a speech community using basic and primitive capacities known as lower mental functions (Vygotsky, 2003). They do this through semiotic mediation, which involves the use of signs and sounds to communicate. The child's attention is drawn towards particular objects or individuals in their visual field with the help of these lower mental functions and simple signs and words. Previous research has suggested that children cannot perceive the whole aspect of objects placed in their line of sight.

However, the researcher's observations were consistent with Vygotsky's findings that children can indeed view the whole in their visual field. Nonetheless, they cannot fully project their perception in speech as they have not yet acquired adequate language skills to communicate effectively functions (Vygotsky, 1997).

During the two-word stage of my child's language development, observational data showed that he only intended to express a partial perception of the objects in his visual field when attempting to communicate. The utterance was often used to point to a particular object of interest or to eliminate other objects in the background. As my child was exposed to more linguistic and social input from the sociocultural environment, he improved his ability to focus on specific aspects of a situation and control his attention. This was also reflected in the language (primarily signs/words) he was co-developing, as he used socially mediated signs to identify and sort out the objects in his sight and isolate distractors from his spatial field.

Through observations, it has been noted that exposure to more social interaction leads to the development of higher mental functions, such as logical memory and voluntary attention, which happens to support the findings of (Fidalgo, Magalhães, & Pinheiro, 2020). Prior to learning to communicate through signs, these functions did not exist. However, they develop evolutionarily (Vygotsky, 1980), as a result of being influenced by the sociocultural environment. The participant began to regulate their memory and control their attention because of this influence. These higher mental functions initially emerged as a form of collaboration with others, a communal type of behavior that later became individual functions (Mylinkova, 2016). It is important to mention that these mental functions are built upon primitive biological and mental functions with which children and mammals are born. Through the dialectical relationship and impact of language on the mind, these lower mental functions are transformed into higher mental functions, forming a unitary psyche/mind. This transformation leads to selective

memory, voluntary attention, and perception. Consequently, random memory becomes selective, involuntary attention becomes voluntary, and so does perception.

Genetically, in terms of phylogenies, their basic trait is the fact that they were formed as a specific social history. In terms of ontogenesis, from the point of view of structure, their characteristic is that, in contrast to direct structure of elementary mental processes, they are direct reactions to stimuli and are constructed on base of utilizing mediating stimuli (signs), and because of this, they have a mediated character. Finally, with respect to function, they are characterized by the fact that they play a new and essentially different role in comparison with elementary functions and appear as a product of the historical development of the behavior. (Vygotsky, 1980, p. 549)

Concept Formation

According to Vygotsky (1980), breaking down the mind into separate entities is not a viable approach. In fact, studying these mental functions independently has led us away from the focus of our research's topic and subject matter, which is to understand the whole rather than a component. Instead, the mind should be defined as a system of interrelated systems. To avoid the shortcomings of the dominant methodologies of his time and to achieve better logical outcomes, Vygotsky embraced the dialectical approach to studying the mind's mechanisms. In his work, Vygotsky (1997) examined the human psyche and consciousness as interconnected systems, and analyzed mental functions as processes that are interrelated in systems. Thus, linguistic and social behaviors are formed in one system, the thinking-languaging system/unity, also known as *Rechevóye Mishléniye*.

Due to the complexity of the human mind, Vygotsky realized that studying the whole system at once was difficult. So, he looked for units to analyze instead. A unit represents the whole but cannot be further decomposed. For example, a drop of water can be a unit for studying the process of water formation. By understanding the features and laws of its development, we can better understand how the entire system operates.

Vygotsky discovered that the smallest unit, which represents the whole and cannot be further decomposed, is called "ZnacheniyеSlova," meaning language use. This unit is generalizable, meaning that children use a newly learned word to refer to an individual object and associate it with all other objects that may provoke the same emotional experience. Vygotsky believed that "the discovery that ZnacheniyеSlova changes and develops is our new and fundamental contribution to the theory of thinking and speech. It is our major discovery" (Vygotsky, 1987, p. 245, as cited in Mahn, 2012).

The results of this study support Vygotsky's theory that the meaning of words is not fixed. An example from a child's language development illustrates this. When my three-year-old son got a small, spiky plant stuck in his foot, he used the word "شوك" (thorn) to describe it. He continued to use this word to refer to that object for a while. Later on, he started using the same word to label other spiky objects, such as the rough concrete stairs at his daycare center. It was amazing to see that he used the same word to describe both the thorn and the stairs, as he associated the word with the emotional experience he had when the thorn went into his foot. He had generalized the word and applied it in another context, demonstrating that his understanding of the word "thorn" was not limited to the tiny object in his first encounter. The level of generality increased as his abstraction of the concept of "thorn" became more abstract and he began applying the word to other objects.

The development of a child's system of concepts is a dynamic and ongoing process that takes place as they grow. A clear example of this process can be seen in the way my child refers to cars. Initially, my child may refer to a car as "daddy's car" because of their social and cultural environment. The child's experience of seeing their father drive a car leads them to associate all cars with their father. However, as the child grows and is exposed to more diverse experiences, their concept of cars becomes more nuanced.

Over time, the child begins to extend their concept of "daddy's car" to include cars that have similar exterior features. For example, if they see a car that looks like their father's car, they may refer to it as "daddy's car" even if their father is not present. Conversely, they may not refer to cars that look and sound different from their father's car as "daddy's car". This process of generalization allows the child to make sense of the world around them and categorize objects based on shared characteristics.

These generalizations and abstraction processes serve as the foundation for concept formation that takes place later in life. As the child grows and learns more about the world, they begin to form more complex concepts. For example, they may come to understand that different types of cars have different purposes and uses. This process of concept formation is essential for cognitive development and lays the groundwork for higher-level thinking.

It's important to note that these dynamic processes in developing concepts and modes of thinking build up within and are influenced by sociocultural environments. As such, a child's development is shaped by their experiences and the cultural context in which they live. Understanding these processes can help us better support children's cognitive and social-emotional development.

The process of forming concepts undergoes four major transitions as a child grows up. It starts with syncretic concepts that are fundamental and practical in nature, and gradually moves towards more advanced and abstract concepts. Only during adolescence are children able to think about concepts in a sophisticated manner. This advanced mode of concept formation happens in a continuum where the meaning of a word "znacheniyesolva" develops from the syncretic level to the concept level. At the concept level, a word is no longer solely attached to one accurate meaning. This is when the level of generality for the concept reaches its peak, and we can replace a word with another to reflect on the same experience.

As my son's brain and mind united and his thinking and language skills developed, he began to acquire social and linguistic abilities. This process of development occurred gradually and over an extended period, and it was characterized by clarity and homogeneity. During this period, my son started to generalize and learn new concepts from his sociocultural environment. He began to understand “the world not only through his eyes but also through speech” (Vygotsky, 1980, p. 541).

However, as parents, caregivers, or teachers, it is easy to miss these behaviors because they occur gradually and over an extended period. Sometimes, parents or caregivers may not notice the evolution of their children's linguistic and social behaviors because nothing stands out as a significant change. This gradual development makes it hard for parents to spot and pinpoint changes, especially when the children have already achieved some quality in their social and linguistic repertoire.

As a child's cultural development gets more sophisticated, it becomes harder to notice new features. The child will have developed a vast and complex network of social and linguistic skills, and the new features may be subtle. However, there comes a point when parents can no longer overlook these changes. It is crucial to identify these changes and provide the necessary support to help the child continue to grow and develop.

Critical Periods

As per Vygotsky's research (1998), critical periods are marked by significant shifts, changes, and discontinuities in a child's personality that occur within a relatively short period. These transitional intervals are characterized by qualitative leaps, which can fundamentally transform the child's formation and completely alter their basic personality traits (Blunden, 2021). During these critical periods, parents or caregivers can hardly miss the remarkable changes in the child's personal development. Though Vygotsky identified several significant transitional periods and presented evidence of crises in all age groups, this study focuses on the critical period at age three because

the primary objective of this study is to observe young children's meaning-making processes within their sociocultural context. Besides, the observational data in this study pertains to children at age three.

The study data clarifies the relationship between a child's internal and external worlds, which affects their personality traits. My son experienced a significant change in his personality when he turned three. Before I learned about Vygotsky's work, I was unable to comprehend the reason for this transformation. Before he could communicate through language, he was a quiet, shy, and dependent child. However, after his sociocultural environment changed and he developed the thinking-language system (Rechevóye Mishléniye), a new set of characteristics emerged.

At the young age of three, my son encountered a challenging shift in his life. Our family had relocated to the United States, far from the loving embrace of his grandparents and the familiar surroundings he had grown accustomed to. This significant change had a profound impact on his social and cultural surroundings, leaving him without a crucial source of emotional support. Furthermore, with his parents' new priorities, his daily routine was disrupted, and he was no longer receiving the attention he had grown accustomed to. As a result, he spent most of his time playing alone, ultimately affecting his overall demeanor.

Based on Vygotskian theory, my child experienced a transitional phase at the age of three where he developed fresh personality traits such as obstinacy, self-reliance, and playfulness (Vygotsky, 2021). He became more self-aware and started using more "I" statements. He wanted to have control over everything in his life, including what to do, how to do it, what to wear, and when to wear it. This shift in his behavior can be attributed to a change in his needs and motives, which impacted his internal experience and consequently altered his relationship with his environment. As per Mahn (2003), this lack of attention in his new sociocultural surroundings compared to his previous ones led to a new transformative quality to emerge. The external factor of inadequate

attention, rooted in his past, conflicted with his internal needs and resulted in the emergence of a new personality trait. From a Vygotskian perspective, he experienced the age three transitional period where new personality traits, such as more evident stubbornness, independence, and frivolousness, were most likely to emerge. My son became more conscious about himself and began to use more “I’s” than ever. He sought to self-determine every aspect of his life, such as what to do, how to do, what to wear, and when to wear, to name a few. From a Vygotskian perspective, this can be attributed to “the change in needs and motives” that “alters the internal experience, which in turn changes the relationship to the environment.” (Mahn, 2003, p.129) His attention in his ‘new’ sociocultural environment was insufficient compared to his ‘old’ past sociocultural contexts. This lack of attention, a factor from the external world that has roots in the past, created the force that caused a new transformative quality. This outer factor (lack of attention) has conflicted with his internal world needs and consequently set the stage for a new trait to manifest.

During crucial stages of growth, children experience significant shifts in their personalities that result in fresh perspectives and a distinct set of human attributes. These changes encompass a reevaluation of beliefs, a reconceptualization of ideas, a re-exploration of viewpoints, and a reconsideration of positions, and may even lead to a complete reinvention of oneself (Vygotsky, 2021). This transitional period is particularly pronounced in three-year-old children and is characterized by these transformative developments.

It is important to consider that a child's consciousness is heavily influenced by their thinking and language system (Mahn, 2003). In simpler terms, how a child perceives, interprets, understands, and responds to a situation is greatly shaped by their conscious intake. What may significantly impact my son during his transitional period may not necessarily have the same effect on another child, even if they undergo the same experience. From a dialectical perspective, a child's personality is not simply a sum of

predetermined behaviors but rather a new and dynamic entity. The child's personality is formed through the dialectical interrelationship between the child and the sociocultural context in which they interact. This interrelationship is identified and influenced by perezhivanie, which refers to “the relationships between individuals and their social, cultural, natural, and historical sources of development” (Mahn, 2012, p. 111).

Vygotsky's theory on child development is centered on the role of the environment in shaping a child's personality. He believed that both external and internal factors are crucial in determining the level of cognitive development a child can attain. When we encounter a situation, our emotional and rational sensors (perezhivanie) come into play, shaping our understanding and comprehension of the environment. Our perezhivanie is a mixture of emotions such as fear, happiness, sadness, and anger that arise from our past experiences and personality traits. Thus, even if two people are in the same situation, their responses and behaviors might vary depending on their unique perezhivanie.

Moreover, Vygotsky argues that social interactions with more skilled people, such as parents, teachers, and peers, play a vital role in cognitive development. Social interactions provide opportunities for children to learn new skills and knowledge from others, leading to the development of new cognitive abilities. Through social interactions, children acquire language, problem-solving skills, and social skills that are crucial for cognitive development.

In conclusion, Vygotsky's theory emphasizes the importance of both the environment and social interactions in shaping a child's personality and cognitive development. By providing a supportive environment and social interactions, children can attain higher levels of cognitive development, leading to better academic performance and social skills.

Study Limitations

One notable limitation of this study is the exclusive focus on language development in three-year-old children, specifically in the areas of critical period and concept formation. While this focused approach provided valuable insights into these specific aspects of linguistic acquisition, it restricts the generalizability of the findings to other dimensions of language learning. To provide a more comprehensive understanding of language development across different age groups and various linguistic domains, further in-depth studies are needed to examine how Vygotsky's sociocultural theory may apply and evolve in a broader context, encompassing a wide range of language-related factors and developmental stages.

Implications and Conclusion

Vygotsky's work is essential for teachers who want to enhance their students' sociocultural development. By understanding his theories, educators gain valuable insights into how children form concepts, develop consciousness, and make sense of their social lives. This understanding is crucial for effective teaching practices. While some educators have questioned the relevance of Vygotsky's work to their teaching, this study proves that his theories are still valid today. Vygotsky's theoretical framework helps educators reflect on how students think and express their thoughts, how their perceptions may differ, and how they are affected by their unique sociocultural environments.

Vygotsky's work positively contributes to our understanding of students' worlds. By considering their unique contexts, educators can create materials that are relevant and engaging. Every student has a unique way of processing academic concepts, and their knowledge is shaped by their experiences and sociocultural contexts. Acknowledging this can guide pedagogical practices towards creating a fruitful and beneficial learning environment that meets students' needs.

This study proves that Vygotsky's work is not only relevant but also essential for effective teaching practices. By following his theories and understanding students' unique contexts, educators can create a joyful and fruitful learning environment that meets students' needs. This is crucial for the success of our students and the future of education.

Bio

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Conflicts of Interest

The authors do not have any personal financial interests related to the subject matters discussed in this manuscript.

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