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‘ (radical constructivism)’, ‘ (socio-cultural approach)’, ‘ (social constructionism)’, ‘ (information-processing constructivism)’, ‘ (cybernetic systems)’ (Gale, 1995). 가 (J. Piaget) ‘ (Köck, 1987; Schmidt, 1994; Varela, Thompson, & Roth, 1991; von Glasersfeld, 1995) (L. Vygotsky) (Berk & Winsler, 1995; Gallimore & Tharp, 1990; Lave & Wenger, 1991; Leont'ev, 1981; Minick, 1987; Moll, 1993; Palinscar & Brown, 1984; Rogoff, 1990; Wertsch, 1985)

( , 1998; Bruner, 1997; Confrey, 1995; Glassman, 1994).

模寫

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模寫體가

一義的

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script) , ‘ ’ 가

‘教科’

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가 (Ben-Peretz, 1990; Cheeryholmes, 1988). ‘ ’ ‘ ’

‘ ’ 7 (Heimler, Daniel & Lockard, 1984)

(Heimler, Daniel & Lockard,

1984: 176).



가

(Flanders, 1973; Goodlad, 1984). ‘가 ’

가

(Hoetker & Ahlbrand, 1969).

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가 ‘IRE(Initiation-Response-Evaluation) ’ (Cazden, 1988).

‘ ’ 가 ,

가 . 가

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: “( , , ) .”

: “ ( ) .”

: “ 가?” (Heimler, Daniel & Lockard, 1984: 183-185)

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‘ ’ 가 가 . ,  
‘ (representation)’

가  
가 ‘ ’ 가  
‘ ’ ‘ (construction)’

‘ (knowing)’ . ,  
(von Glasersfeld, 1995)

가

(von Glasersfeld, 1995: 47).

‘ ’

가가 가 .

‘ (subject-dependent)’ .

가

體

化(embodiment)’ (Schmidt, 1994).

多次元的

‘

’ ‘ (knowledge)’

‘ 가가 ’ ,

記述

“

가 ‘ (emergence)’ ”

가

‘ ’ 가

(Varela, Thompson, & Roth, 1991).

가 ,

가

가

‘ , ‘ , ’

(Truth)’

‘存續可能性(viability)’

가 가

‘相互主觀性(inter subjectivity)’

‘ , 가

‘ , ’

, 가

(von Glasersfeld, 1995: 119).

가

記述

(Wittgenstein, 1921).

가 ,

가

(Saussure, 1916)

, (Rorty, 1979)

가

가

(Wittgenstein, 1953)

(Schmidt, 1994; von Glasersfeld, 1995).

가





가 (von Glasersfeld, 1995: 48).

‘攝動(perturbation)’

가

‘ (share)’ 가

(share)’ 가

(Schmidt,

1994, 1995: 13)’

가

가 가 , 가

가

‘兩立可能性(compatibility)’

(von Glasersfeld, 1995).

가

가

‘構造的 接屬(Strukturelle Kopplung)’

( , ) 가

가

가

. ( )

가

가 가

(Isomorphism)가

(Schmidt, 1994, 1995: 415).

가

‘ 가 ’

‘ ’

가 ‘ ’

가

‘ ’ ‘ 가 ’

가

2.

:

‘思

考 ‘言語

論理數學的

(Piaget, 1964, 1969).

가

響啞

(Furth, 1969,

1970; Inhelder, Sinclair, & Bovet, 1974; Piaget, 1964; Piaget & Inhelder, 1968).

가

‘ ’ ‘ ’ 가

가 가

‘ , ’  
 ‘ , ’ ‘ 成熟 ’ ‘ 經驗 ’ , ‘ 平衡化 ’  
 가 .

( ) (social transmission), (linguistic  
 transmission) (educational transmission) .  
 가 가

가  
 , ,

가 (Piaget, 1962: 289).

‘ , ’ ‘ , ’  
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 가 .

‘ , ’ ‘ , ’  
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가 , ‘ , ’ ‘ , ’  
 , ‘ , ’

記述的 機能,  
 가 ‘ , ’ ‘ , ’

가 ‘ , ’  
 가

가 , ‘A B’  
 ,

1974).

‘ ’ (Inhelder, Sinclair, & Bovet,

記述

‘ ’

가

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(von Glasersfeld, 1995).

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記述

가 가

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’ (Piaget, 1968).

가

가

가

‘ ’가

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가

가

가

‘言語主義

知的

가

가

(verbalism of intellectual submission)’

‘知的 服從 (Piaget, 1969, 1970: 179).

言語主義

process)’

가

‘

가

(figurative process)’

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가

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가

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가

(Piaget, 1968, 1970: 77).

가

가

가

가



1. ‘ ’ ‘ ’

가

가

가 ‘ ’ ‘ ’

(Vygotsky, 1926, 1934, 1978, 1981abc).

가 (verbal thinking)

가 가 가 가

가

가 (Vygotsky, 1934: 111- 112)

가

“ 鑄物

(Vygotsky, 1978: 28)”

가

가

相互作用的



가

‘ ’ 가 ‘ ’

‘ ’ ‘ ’ 가

一次的 , 派生的 二次的 . ‘外的 ‘

, 가

가 , ‘ ’ ‘ ’ ‘ ’ ‘內的

‘個人精神間 機能

(intermental functionings)’

(plane)

‘個人精神內 機能(intramental functionings)’

‘文化的 發達 一般的 發生 原理’

‘占有(appropriation)’ (Vygotksy, 1978: 52-57).

‘內面化(internalization)’

模倣 模寫가

가 , ‘ ’

가

가

가

‘代置(displacement)’

‘變形(transformation)’

‘再形成

(re-formation)’

(Vygotksy, 1934).

‘ ’

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‘ ’ ‘ ’

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가

(1934: 259)’

(1923)가

(egocentrism)’

(1934: 259- 266)

(vocal speech)’가

(social speech)’

(inner

speech)’

가

가

(Vygotsky, 1934: 71-78).

“ (1981b: 158)”

가

가 가

가

가

(Wertsch, 1985).

가

(Vygotsky, 1934: 167- 241)

가

가

‘指表的 映像’

가

가

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‘ 가 ’ 가

(Vygotsky, 1934: 170).

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‘ 가 ’

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가 가

가

, ‘ ’ . 가 ,

가 ‘ ’

가 ‘ ’

‘ ’ . 가 (van Dijk, 1978).

가 가

가

가 가 ‘ ’

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가

‘ , ‘ - ’ ,

‘ ’ . 가

가 . ‘ ’

‘近接發達領域(zone of proximal development)’

(Vygotksy, 1978). ‘ ’ ‘

(level of actual developmental)

(level of potential developmental)

가

‘ ’ ‘ ’ 가

가

‘飛腳階 (scaffolding)’

(Berk & Winsler, 1995; Lave & Wenger, 1991;

Rogoff, 1990; Wertsch, 1984).

未知

, 既知

‘相互主觀性(inter subjectivity)’

가 가

가

가

가

가

(Vygotksy, 1978: 93- 102).

가

知覺 場

가

가

가

가

(Chang-Wells & Wells)

‘ , ‘ , ’

가

聽者が

가

가

(transmission of knowledge)’

(transaction)’

(transformation)’

(Chang-Wells & Wells,

1993: 59).

가

‘ , ’

가

가

가 ,

가

가

가

가

가

가

가

가

가

가

(Vygotsky, 1978: 29).

(Rogoff, 1990)

가

가

‘共生 關係(symbiotic relationship)’

가

가

가

가

가

話脈

가

가

가

가

가





‘ (focus)’, ‘ (build)’, ‘ (summarise)’  
가  
가

助力者 自助者

가

가

가

가

가

(Vygotzky,

1984: 356)”

(Vygotzky, 1978: 26).

가

가

가

가

가 가  
가

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가

(Vygotsky,

1978: 27).

가

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(Vygotsky, 1978: 29).

가

가

가

(Tharp & Gallimore, 1988)

‘教授的對話(instructional conversation)’,

(Palinscar, et al.,

가  
1986)  
1993)

‘相補的 가 (reciprocal teaching)’,

(Cobb, Wood, & Yackel,

가

가

가

가

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가 ‘ , ’ .

가 ‘ , ’

가 가 ,가

가 ‘가 , ’

‘ , ’ .

V. ‘ , ’

‘ , ’ 가 .

‘ 가 , ’ ‘

가

가

‘ , ’

事實

教育的 疏通

가

가

가 ‘ 形式(forms of life)’

(Wittgenstein, 1953) ‘ (language

가

(speech act theory)’

(Austin, 1962) ‘言語話行論

詩的 機能

(Jakobson,



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- (2000b). . . . .
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E-mail : jeehkin@hanmir.com

# The Educational Significance of the Communication Theory of Constructivism

Kim, Jee-Hyeon\*

Language usage for teaching and learning can be referred to as 'educational communication'. It has been a common assumption that a person can relay knowledge to another using language as a vehicle. This paradigm, which can be referred to as 'direct instruction' is challenged by recent theories and research findings on constructivism, especially 'radical constructivism' including J. Piaget and 'socio-cultural approach' according to L.S. Vygotsky.

Radical Constructivism shows that human knowledge is subject-independent, constructive, and holistic. It is also found that language is not a mirror of reality. The meaning is relative to the level of knowledge. Therefore, it is groundless to claim that one can transmit knowledge directly to another through language. Furthermore educational communication targeting this purpose may result in 'verbalism'.

Socio-cultural approaches discuss the 'mediating functions' of speech in the appropriation process of knowledge. Investigating this theory, several characteristics of communication for knowledge development can be suggested. Firstly, an 'intermental plane', as the communication context needs to be established. Secondly, higher levels of development must utilize the intermental functions of speech, not the intramental functions. Finally, the speech patterns of less developed users have a number of significant functions. These factors must be admitted and facilitated. These characteristics imply the conditions of educational communication.

Although constructivists' examination obviously contributes to re-assessing current views of educational communication, it remains difficult to say that they indicate fully the autonomous and unique aspects of educational communication. Educational communication can be seen as a part of the whole structure of the educational activity of learning and teaching and it plays a unique pragmatic function to assure intersubjectivity between all participants in the given educational context. Clearly, here is a need for more extensive research into educational communication according to theories of education as an independent principle.

■ **Key Wrds** : Educational language, Direct communication, Appropriation of knowledge, Mediating function of language, Verbalism

\* Department of Education, Seoul National University (BK21 Contract Professor).