

:

(Defectology)

(申宗昊)*



(defectology)

(1) , (2)

, (3)

(enculturation)

가

가

(disability)

(Vygotsky) 1980

education)

(social

(social constructivism)

(context)

(defectology)

1.

가

가

1886

가

(tsar)

3%

가

가

가

(community college)

가

(Knox & Stevens, 1993).

1924

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”(Social and Legal Protection of Minors:

SPON) (“Defect and Compensation” “Principles of Education for Physically Handicapped Children”)

. SPON 1920 , ,

, 1923 . SPON

가 가

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가

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가 . ,

가

(dislocation)

(Knox & Stevens, 1993; Vygodskaya, 1999).

1926

, 1929

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”(Questions of

Defectology)

(Knox & Stevens, 1993).

“

”(Experimental Institute for Special Education)

,

가

(Vygodskaya, 1999).

2.

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, , 가

(Mahn, 1999; Minick, 1996; Vygotsky, 1993d, 1993j).

가 가 , 가 가

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가

,

(Knox & Stevens, 1993; Mahn, 1999; Vygotsky, 1993j).

,

(Knox & Stevens, 1993; Vygotsky, 1993d).

1) (social constructivism)

(status) (condition)

(process) (formation) (Vygotsky, 1993j).

(dynamic relationships)

.

(necessity)

,

가

가 (Vygotsky, 1993j).

,

(planes)

(inter-individual)

(social/intermental

development) ,

가

(psychological/intramental development) (Wertsch & Tulviste, 1996).

,

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가

(Meadows, 1998).

(psychological processes)

(enculturation)

가

(unfolding)

(formation) (Vygotsky, 1993j).

가

(scaffolding)

가

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,

(Meadows, 1998).

2)

(meaning) 가 ,
 () () 가
 (Mahn, 1999).

(symbolic references)

가 (Mahn, 1999; Minick, 1996).

(semiotic mediation) ,

(Mahn, 1999).

(action)

(Wertsch & Tulviste, 1996) , ,

(attributes)

(inner speech)

(egocentric speech)

, 가 (Tryphone & Voneche, 1996;
 van der Veer, 1996; Wertsch & Tulviste, 1996).

가

(Knox & Stevens, 1993).

가

(everyday concept) ,

(scientific concept)

가

(Mahn, 1999; Wertsch

& Tulviste, 1996).

3)

가

(zone of proximal development)

가

(Hedegaard, 1996; Mahn, 1999; Tudge, 1990; Wertsch & Tulviste, 1996).

(reciprocal teaching)

(Wertsch & Tulviste, 1996).

가

가(dynamic assessment)

(Campione, 1996; Lidz, 1995;

Meltzer & Reid, 1994).

가

(symptomatic) 가

(diagnostic) 가

가

가

가

가

가

(Lidz, 1995; Meltzer & Reid, 1994).

가

가

가

가

(Lidz, 1995).

가

(Meltzer

& Reid, 1994).

, 가

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가

가

가

가

(Lidz, 1995).

가

가

가

가

가

3.

(functional)

(Vygotsky,

1993d).

가

,

(Vygotzky, 1993a).

가 ,

가 .

1)

가

(Vygotzky, 1993g, 1993k).

,

,

(Vygotzky, 1993g, 1993i).

가

, (biological organs)
(Vygotzky, 1993k).

(social

functions), (connections), (behavioral systems)

가 .

가 , ,

(Vygotzky, 1993g). , 가

,

가 .

가

(Vygotzky, 1993h).

,

(Vygotzky, 1993d, 1993h).

(field)

,

가 (Vygotzky, 1993c, 1993d).

가 (Vygotzky, 1993b).

가

“ ”

가 가

가

1993a).

가 가 (Vygotzky, (process))

가

(Vygotzky, 1993g).

2)

(medical therapeutic

pedagogy)

가 (Vygotzky, 1993b, 1993k).

(process)

(thing)

가

(Vygotzky, 1993a).

가
 가 가 (Vygotksy, 1993b).
 가
 (:) 가
 , 가 .

(Vygotksy, 1993b).
 , .
 (lip reading) , 가
 , .
 (Vygotksy, 1993k).

(Vygotksy, 1993b, 1993c, 1993d, 1993h).
 , ,
 (difficulties) .
 가 (needs) ,
 (Vygotksy, 1993a).
 가 가 가 ,
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 가 ,

(Vygotksy, 1993a, 1993b). ,
 , .
 가
 . ,
 (Vygotksy, 1993i).

3)
 (Vygotksy, 1993g).

가 , (social education)

(Vygotksy, 1993f, 1993e). 가 (social consequences)

(Vygotksy, 1993k). 가 (defective pedagogy) 가 ,

가 (:) 가 (Vygotksy, 1993k). 가

(Vygotksy, 1993d).

(psychology of separatism)

(antisocial)

(Vygotsky, 1993k).

(Vygotsky, 1993g).

가

가

가

4.

(Gindis, 1999).

(1)

, (2)

, (3)

가

, (4)

가

(social contexts)

(abnormality)

(Gindis, 1999).

(primary disability)

(secondary

disability)

(Vygotsky, 1993j).

가

가

가

(, 1997).

, 1998;

, 1997).

가 가

가

1960

(Poplin, 1988).

가 (1)

가 (60 70), (2) 가

(: -)

(3)

가 가

(Mahoney & Wheatley,

1994; Nelson & Polsgrove, 1984). 가

1980

가

가

(Mahoney & Wheatley, 1994).

(Harris & Graham, 1994; Mallory

& New, 1994; Poplin, 1988).

가

가

가

가

(process)

가

가

(Campione, 1996).

가

가 (Meltzer & Reid, 1994).

가

가(Curriculum-Based Measurement)

(progress)

가 (formative) 가

(Deno, 1985).

(, 2000).

가 ”가 ,

가

가

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가

, 90

가

, 1971 1

, 1980 355 , 1990 3,181 , 2000 3,802 가

(, 2000).

, 1970 5,188 , 30 ,
 2000 24,196 , 26,627
 (, 2000).

(social integration)

(curriculum integration)

(, 1997).

가 가

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 (, 2000). , 가 가 1

(, , , 1999),

가 . 가 . ,

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가 , ,

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가 ,가

가

가(social engineers)



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(1998).

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(1997). . : .

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(1997).

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「Technical adequacy of maze probes for curriculum-based measurement of reading growth」, 「Predicting classroom achievement from active responding on a computer-based groupware system」, 「Knowledge and skills for teachers supervising the work of paraprofessionals」7

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Abstract

Implications of Social Constructivism on Special Education: Focusing on Vygotsky's Defectology

Shin, Jong-Ho*

Vygotsky founds a socio-cultural basis in explaining and understanding child's cognitive development. His social constructivism is implicative of the development of psychological abilities of children with developmental disabilities, as well as those with normal development. In this paper, based on the Vygotsky's theory of defectology, examined were (1) necessity of understanding disabilities in relation to impact of social, cultural environments surrounding a child on his/her socio-psychological development, (2) need of change in the special education system into one more focusing on child's developmental problems resulting from limited socio-cultural experiences and opportunities, and (3) importance of providing educational environments where children with disabilities interact with their normal peers. Although more than 70 years has passed since the publication of the first paper of defectology, Vygotsky's theory of social constructivism still has implications to continuously improve our special education system that has been directed toward social, psychological, educational integration of children with special needs.

■ Key Words : Vygotsky, Defectology, Social constructivism Enculturation, Inclusion

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