



A model of promoting “from the inside”:
questions.

- How to interact with children to promote their symbolic skills?
- How to do it in a group situation?
- How to do it facilitating children’s communication and action?



The model of promoting “from the inside”: **basic ideas**

- The growth of symbolic skills is a crucial aspect of development
- The development of symbolic skills is also a result of proper adult intervention
- Adult intervention must
 - share children’s activity
 - derive ideas from children’s contributions
 - help children in eliciting their contributions and in creating shared plots



The model of promoting “from the inside”: theoretical frameworks

- Vygotsky’s ideas concerning zo-ped and learning (Vygotsky,1960; Rogoff, Wertsh, 1984)
- The concept of tutoring (Wood, Bruner, Ross, 1976) reformulated for symbolic activities and group situations (Bondioli,2001;Bondioli 2004)



The model of promoting “from the inside”: assumptions

- An exchange of two partners at least, one more competent the other less competent
- A shared activity involving both the partners
- A task, whose solution is not taken for granted
- The ability of the more competent partner to act in the zone of proximal development of the less competent partner, taking advantage of what he/she can do in an embryonic manner in order to develop emergent skills



The model of promoting “from the inside”:
tutoring functions tuned to symbolic activities

- Recruitment
- Marking critical features
- Direction maintenance
- Reduction in degrees of freedom
- Frustration control
- Modeling



The model of promoting “from the inside”: **communicative strategies**

- Open questions strategy
- Echo strategy
- Thematic enrichment or introduction



The model of promoting “from the inside”: an example in symbolic play

Adult to the group: “Then, what are we playing at?” (*recruitment*)

I.: “At pistols”

Adult: “At pistols? Let’s play at pistols!” (*control frustration*)

Adult: “And what are we playing at with pistols?...” (*reduction in degrees of freedom- direction maintenance*)

G. “At firing at a wolf”

Adult: “Is the wolf arriving?” (*control frustration; direction maintenance*)

G.: “Yes it is!”

Adult: “Then if the wolf is arriving we must hide! Let’s hide behind here”
(she goes behind the sofa and all the children follow her...)(*marking critical features*)

Adult “And now what can we do with the pistols?” (*reduction in degrees of freedom- direction maintenance*)

L.: “Let’s shoot! bang!...bang!” (pretending to shoot with a hair-drier)

Adult “bang!bang!” (pretending to shoot using her hand as a pistol)(*modeling*).



The model of promoting “from the inside”: an example in story-telling

Teacher: “... If I turn this card you will see a beautiful picture. But speak one after the other so you can tell me what you see” (**recruitment**) “Please, observe it well” (**reduction in degrees of freedom**)

L.: “The lion”; M.: “Roars”; C.: “The lion roars”; R.: “The lion eats the gazzelle”...

Teacher: “Bravo R.!” (**control frustration**) “But what does this lion do?” (**reduction in degrees of freedom**) ...

R. “The lion eats the gazzelle, then he walks slowly, noiseless, otherwise the gazzelle runs away”...

Teacher: “Have you anything else to add?” (**direction maintenance**)

M.: “The lion eats flesh”; F.: “It is also ferocious”; M.: “It has a big mouth”

Teacher: “Now from all these fine things you have told me let’s try to invent a story for our friend magician” (**marking critical features**) “who wants to begin?” (**recruitment**)

M.: “Me. There is the lion which goes hunting, then it finds a bird and eats it in the forest”; R.: “It just loves flesh”

Teacher: “Let us begin together again (she reads again M.’s narrative point)
‘There is a lion which goes hunting, then it finds a bird and eats it up in the forest’” (**marking critical features-modeling**)...