



356. Friend did not challenge the supremacy of reason, on the contrary he wanted to confirm it. He challenged the idea that conscious, <sup>im</sup>reflected thought, common sense thinking, is supreme.

F 18

(15)

357. Lev Semenovitch Vygotsky, Thought as Language, ed. & tr. by Eugenia Hanfmann & Yevgenia Karkov, The MIT Press, Cambridge Mass. 1962

358. Function creates organ. (W. James - K. Marx.)  
(VII)

359. Intelligence = capacity to learn from instruction.  
(VIII)

360. Real communication requires meaning

361. Piaget's distinction between directed (conscious) and autodirected (unc) thought. (12)  
[seems same difference as betw. prim. & sec. process.]



362. Piaget: autism → egocentricity → reason  
a first development (13)  
Need to clarify on thought and speech.  
(13)

363. Vigotsky: social - egocentric - inner speech.  
Piaget: autistic - " - socialized.  
(13)

364. Social background of Piaget's ss. (43)

365. Pre-speech phase of thought: (R. Bickler =  
chimpanzee age (10-12 mo, (42)

366. At age 2 thought & speech meet. First  
rejection / purpose / speech. Child feels need for  
words. (43)

367. Speech cannot be discovered without thinking.  
(resume) 44

368. Egocentric speech link between overt and inner  
speech (45)

369. Syntax of thought speech before syntax of  
thought. (46)



370. To Maer - Buchla no surprise: use of tools characteristic of human labor (48)
371. For long time word is for deed & proper action seen as symbol of thought (50)
372. Chom discovers, let each thing has its name. (49)
373. Initially thought is more nonverbal, or speech nonintellectual (49)
374. K. Buchla: ... each new object presents the child with a problem situation, as he solves the problem uniformly & uniformly, the objects. When he lacks the word for the new objects, he demands it from the adults. (K. Buchla, *Abwägung der geistigen Entwicklung d. Kindes*, Leipzig, Quelle und Meyer 1928 p. 54)
375. J. V. stores, that speech is <sup>rooted in</sup> an active desire, curiosity, need of the deed - an active passive adaptation.
376. Speech structures material of deed become the basic structures for thinking (51) cf. Whorf: or Henry Josice Petee



377. Intellectual growth contingent on mastery of  
2. social means of thought → language. (51)

378. If we compare the early development of speed and of intellect with the development of voice or speech as of verbal thought, we must conclude that the structure of the development itself changes. Biologically & socio-historical. Verbal thought is not an innate natural form of behavior but is determined by a historical-constructed process of its specific properties and laws that can not be found in the natural forms of thought or speech. Once we acknowledge the historical character of verbal thought, we must recognize that subject to all the premises of historical materialism, there are valid for any historical phenomenon in human society. The problem of thought as language thus extends beyond the limits of natural science and becomes the focal problem of historical human psychology, i.e. of social psychology". (51)  
↑ All psycho psychology is social psychology!

379. "Sharp increase in <sup>children's</sup> ability to form, without help, generalized objective concepts manifests itself only at the close of the 12<sup>th</sup> year. ... Thought in concepts, emancipated from perception, puts demands on the child that exceed his mental possibilities before the age of 12". (53)



380. Ach & <sup>die</sup> K. make prove that concept formation is based on associative connections. (54)

381. Ach's experiments showed that concept formation is a active, not a mechanical passive, process  
... in a complex operation aimed at the solution of a problem. (54)  
↑ activity - like words!

382. "Before Ach's psychology postulated two basic tendencies governing the flow of our ideas: reproduction through association, and perseveration."  
Ach - "determining tendency", set up by the image of the goal. No new concept was ever formed without the regulating effect of the determining tendency created by the experimental task. (54)  
Concept formation is an aim-directed process, a series of operations that serve as steps toward a final goal. (54/5)

383, "word, when at first plays the role of means in forming a concept or later becomes its symbol." (56)  
"In Ach's experiments the role of a word is not given sufficient attention. His study ... while ... dissecting ... the mechanical view ... did not discern the true nature of the process. It took the wrong turn -- assuming that the goal itself creates the appropriate activity via the determining tendency" (56)

384 Child merging the most diverse elements into one unarticulated image on the strength of some class impressions = "Syncretism" (Claparède) (60)

385. Stages of concept formation.

1st phase = syncretic (60/61)

2. "thinking is complex" "In a complex, individual objects are united in the child's mind not only by his subjective impressions but also by bonds actually existing between these objects. Then ... when the child moves up to that level, he has partly outgrown his egocentrism. He no longer mistakes connections between his own impressions for connections between things - a decisive step for syncretism toward objective thinking." (61)

↓ What matters is factual connection. (62)

386. ↑ Problem of selective act, in all connections are seen but have to be discovered - for as the one is blind.

1st phase: associative type

387 " ... the collection complex (2 in phase II) is a grouping of objects on the basis of their participation in the same practical operation - of their functional connection." (63)

p 60  
388. chain complex = the purest forms of thinking  
in complexes. (64)  
diffuse complex (65)  
pseudo concept. (66)

389. Opposite meaning of same word - result of thinking  
in complexes (71) | see Freud.

390. "Participation" - characteristic of complex-  
thinking. (72)

Primitive people also think in complexes

Same thinking in Schizophrenics (Korver)

"He reverts from conceptual thought to a  
more primitive level of mental function, such  
as images = symbols. (72)

| What about art?

What is the nature of the regression?

391. "Apart from the primitive thought processes  
of dreams the adult constantly shifts from  
conceptual to concrete, complex like thinking" (75)  
| Problem of P.P. = S.P.

392. Third phase of concept formation 76 ff

393. adolescent form of concept formation <sup>79</sup> (Ziff) applying concept fully grasped abstractly to new concrete situations that must be viewed in these abstract terms - "a kind of transfer usually mastered only toward the end of the adolescent period." (80)

394. Concept not like composite photos of people but "... a movement of thought within the pyramid of concepts constantly alternating between two directions, from the particular to the general, or from the general to the particular." (80)

395. "... the word maintains its guiding function in the formation of genuine concepts & the processes lead" (81)

396. Piaget's distinction between spontaneous & non-spontaneous (scientific) concept fails to see that both are united & influenced by individual processes. (84-5)



397. "Piaget seems to think that 'child thought must be known as an enemy must be known in order to be fought successfully.'" (85)

398. Concept of awareness (Claparède): awareness of difference precedes awareness of likeness. The more smoothly we use a relationship in action, the less conscious we are of it; we become aware of what we are doing in proportion to the difficulty of experience in adapting to a situation. (88)

[important for general problem of becoming aware]

Vygotski explains, that "awareness of similarity requires a more advanced structure of generalization or conceptualization than awareness of dissimilarity." (88/89)

399. "According to Piaget, the schoolchild's lack of awareness is a residue of his waning egocentrism, but still retains its influence in the sphere of verbal thought just beginning to form at that time. Consciousness is achieved when mature socialized thinking crowds out the residual egocentrism for the level of verbal thought." (accord. to Piaget) (89)



400. "All the basic mental functions become conscious and deliberate during school age, except intellect itself." (V. agrees with Piaget, 190)  
- "~~control of~~ in early school age attention & memory become "logical and voluntary." (90)

401. V. & use "non-conscious" functions becoming conc. as what is not yet conscious vs. Freudian unconscious, resulting in repression, & 44  
& late & coding ment.

402. "Piaget studies showed that introspection begins to develop only during the school years." (91)

403. "A shift to a new type of inner perception means also a shift to a higher type of inner activity, since a new way of seeing things opens up new possibilities  
'handling them';  
Connections

404. [Connection between awareness of action. That is why repression is necessary to prevent unhelpful actions!

Social function of repression.



405. Piaget. Spontaneous concept = unconscious, because attention is centered on the object.
406. Abstract quality of written language main stumbling block & writing.
407. Development interact constantly with instructions. (101)
408. Selz: man's productive thinking as the mental operations of chimpanzees identical in nature. (122)
409. All psychological schools overlook cardinal point that every thought is a generalization w/ly study work a meaning without any reference & development. (124)
410. word meanings change as the child develops, as also in the various ways in which thought functions.
411. "The relation of thought to word is not a thing but a process, a continual movement back & forth from thought to word & from word to thought." (125)  
[ Problem of thought as uncovering the unconscious ]

412. Thought → from single word → sentence

→ for whole & well defined parts of thoughts (124)

413. Piaget demonstrates that child uses subordinate clauses (because, although, long before he grasps the structure of meaning correspond) & then syntactic forms.

↑ cf. p.p.

414. "Inner speech is not the interior aspect of external speech - it is a function in itself. It still remains speech, i.e. thought connected with words. But when external speech thought is embodied in words, as inner speech words die as they bring forth thought. Inner speech is to large extent thinking in pure meanings." (149)

415. Thought sometimes "will not enter words" (Dostoyevski) "Thought has its own structure & the transition from it to speech is no easy matter." (149)



416. "Every sentence that we say in real life has some kind of subtext, a thought hidden behind it." (149)

Stanislawsky required the actors to uncover the subtext.

↳ Social factors in the regard of thought & words may be different.

↳ interpretation of lex. (149)

417 "To understand another's speech, it is not sufficient to understand his words - we must understand his thought. But even that is not enough - we must also understand his motivation. No psychological analysis of an utterance is complete until that plane is reached." (151)

418 Tjutschers: "A thought once uttered is a lie." (153)

419. "Thought and language, both reflect reality in a way different from that of perception, are the key to the nature of human consciousness. Words play a central part not only in the development of thought but in the historical growth of consciousness as a whole. A word is a microcosm of human consciousness." (153)