

Sous la direction de

Alex Kozulin, Boris Gindis, Vladimir S. Ageyev, Suzanne M. Miller

Vygotski et l'éducation

**Apprentissages,
développement
et contextes culturels**



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Au centre de multiples débats, les questions d'éducation – et celles qui concernent plus particulièrement l'École – gagnent à être pensées et éclairées à partir des travaux et des résultats de recherche produits dans différents domaines disciplinaires : histoire, anthropologie, sociologie, psychologie, didactique...

L'ambition de la collection *Forum Éducation Culture* est de conjuguer ces différentes approches et d'offrir au lecteur non spécialiste les meilleures synthèses permettant de comprendre l'Éducation comme processus multidimensionnel où se jouent de façon indissociable les rapports de la société et de la culture à elles-mêmes, ainsi que le processus de développement des sujets humains.

L'École prend aujourd'hui une part essentielle dans ce processus. D'où la nécessité de mieux la connaître dans son histoire, ses pratiques et ses modes de fonctionnement pour mieux en percevoir les dynamiques d'évolution, et mieux analyser les problèmes qu'elle rencontre.

Mais l'Éducation ne se réduit pas à l'École ; elle intéresse la société tout entière. Comme l'a écrit Jerome Bruner, elle est la tentative complexe d'adapter la culture aux besoins de ses membres, et d'adapter ceux-ci et leur manière d'apprendre aux besoins de la culture ; elle n'est pas seulement une préparation à l'entrée dans la culture, mais une des incarnations majeures du mode de vie de cette culture.

Appréhender l'École et les phénomènes éducatifs à partir d'une approche culturelle, telle est donc l'ambition de la collection *Forum Éducation Culture*. Le lecteur y trouvera non seulement des travaux de synthèse, français et étrangers, sur les problématiques essentielles en Éducation, mais aussi des ouvrages rendant compte de manière réflexive de leur mise en œuvre dans la pratique pédagogique et éducative d'aujourd'hui.

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Outils psychologiques et apprentissage par médiation

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Vygotski et les concepts scientifiques Implications pour l'éducation contemporaine

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