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Culture Communication School: Dialogue is an Activity of a Teacher and a Child, but not only Them ...

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Our paper presents the results of an analysis of conditions for the crucial process of communication in primary school with communication technologies, for children of 7-10 years in the context of an experimental Culture Communication School.

According to Vygotsky the source of development is situated not in a child but in the relationship with others, typically adults, in a setting that becomes a zone of his proximal development.

We make here a distinction between horizontal and vertical communication links. We make the important observation and take the position that: developing and growing-up is intimately related with the establishment of horizontal communicative links between adults, children, teachers and students. In contrast to the common and more widespread vertical teacher-student relationships, the horizontal ones represent a partnership and in a way that allows dialogue to be arranged so that all participants are active subjects. Following Vygotsky's work we consider three active subjects in the educational process: teacher, student and environment. In view of the aforesaid, the Culture Communication School aims to organize an active environment in the classroom to achieve a rich communicative field for partnerships based upon development between children and adults.

During our research we found out that teacher has encountered difficulties and has a need for assistance in organizing horizontal partnerships in the classroom. Hence one more educational subject – a tutor – was introduced into the process. The tutor's role in the framework of our experimental school is to support a common collaborative classroom field – an active environment.

In this paper we place emphasis on project work as one of the technologies for tutor engagement with children in collaborative activities. The approach that we take includes an investigation of the structure of project work and provides examples of primary children projects in the framework of Culture Communication School.

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