J. PIAGET AND L.S. VYGOTSKY'S THEORIES IN THE INTERPRETATION OF MODERN PSYCHOLOGY

Denov Institute of Entrepreneurship and Pedagogy
"Teacher of the Department of Pedagogy and Psychology"
Mahliyo Kochkinova Norbutayevna
mkuchkinova@dtpi.uz
УДК: 37.371.15
ORCID: 0009-0002-2913-3299
Tel: (99) 711-17-68
Undergraduate Student in Primary Education
Musurmonova Zarina Zoyir kizi
musurmonovazarina922@gmail.com
Tel: (97) 314 01 20

Abstract: This article analyzes the theories of cognitive development developed by J. Piaget and L.S. Vygotsky from the perspective of modern psychology. The study examines the main ideas of these theories, their similarities and differences, as well as their contemporary scientific interpretations. Furthermore, the significance of these theories in explaining cognitive development in modern psychology is highlighted. The findings indicate that the integration of Piaget's and Vygotsky's perspectives provides a deeper understanding of individual development.

Keywords: cognitive development, psychological theory, thinking, social environment, developmental psychology

INTRODUCTION

In modern psychological science, the study of an individual's cognitive development is considered one of the key research directions. In particular, classical theories serve as an important methodological foundation for explaining the formation of children's thinking and cognitive processes. From this perspective, the theories developed by Jean Piaget and Lev Vygotsky are recognized as the most significant conceptual approaches in developmental psychology.

In Piaget's theory, cognitive development is interpreted as an individual process that occurs in stages. According to him, the child is an active learner who acquires knowledge through interaction with the environment. In contrast, Vygotsky explains cognitive development in relation to social and cultural factors. In his view, cognitive processes are formed through social interaction and collaboration.

In recent years, foreign research has reinterpreted these two theories, emphasizing that their integration provides a more comprehensive explanation of cognitive development. Therefore, this article presents a theoretical analysis of the interpretation of Piaget's and Vygotsky's theories in modern psychology.

Within the framework of studying the interpretation of J. Piaget's and L.S. Vygotsky's theories in modern psychology, both foreign and local scientific literature are extensively analyzed. Research findings indicate that the issue of cognitive development is regarded as one of the central directions of psychological science, and in this regard, the theories of Piaget and Vygotsky serve as an important methodological foundation.

LITERATURE REVIEW AND METHODOLOGY

In modern scientific sources, Piaget's theory of cognitive development is interpreted as a system in which a child's cognitive processes develop in stages. This approach explains the main stages of thinking development and serves as an important theoretical foundation for organizing

the educational process. At the same time, certain aspects of Piaget's theory are being reconsidered in contemporary psychology and expanded by incorporating social factors.

Figure 1. Theoretical analysis of J. Piaget's and L.S. Vygotsky's methodologies

№	Method Name	Theoretical Basis	Purpose	Cognitive Aspect
1	Conservation Experiments	J. Piaget	To assess the level of understanding of quantity, volume, and mass	Logical thinking, understanding cause-and-effect relationships
2	Classification Tasks	J. Piaget	Grouping objects based on their features and characteristics	Analysis, comparison, and generalization
3	Seriation Tasks	J. Piaget	Arranging objects in increasing or decreasing order	Development of logical operations
4	Egocentrism Test (Three Mountains Task)	J. Piaget	Assessing the ability to understand another person's perspective	Perspective-taking, reduction of cognitive egocentrism
5	Cognitive Conflict Method	J. Piaget, L.S. Vygotsky	Stimulating thinking through contradictory ideas	Problem-solving and analytical thinking
6	Zone of Proximal Development (ZPD) Diagnostics	L.S. Vygotsky	Identifying tasks that can be performed independently and with assistance	Potential level of cognitive development
7	Scaffolding (Step-by-Step Support)	L.S. Vygotsky	Developing learners through gradual and guided support	Development of learning and problem-solving thinking
8	Dialogic Thinking Method	L.S. Vygotsky	Developing thinking through dialogue and interaction	Speech, logical thinking, and analysis
9	Dialogic Thinking Method	J. Piaget, L.S. Vygotsky	Developing thinking through dialogue and interaction	Speech, logical thinking, and analysis

Vygotsky's cultural-historical theory of development is interpreted more deeply in contemporary psychological research. In particular, the concept of the "zone of proximal development" is widely applied as an effective methodological tool in the educational process and serves to identify learners' developmental potential. Social interaction, language, and

cultural tools are considered key factors in shaping an individual's cognitive development, and this approach is further expanded through its integration with modern educational technologies.

In recent years, studies have increasingly focused on the comparative analysis of Piaget's and Vygotsky's theories, and their integration has made it possible to provide a more comprehensive explanation of cognitive development. This approach reveals the interrelationship between individual and social factors and contributes to the formation of a complex psychological model.[1]

This article employs a theoretical research methodology. Scientific literature, monographs, articles published in international journals, and the results of contemporary studies are analyzed and generalized. The methodological framework of the research is based on the following approaches:

• Theoretical analysis – the main ideas of Piaget's and Vygotsky's theories were examined and systematized;

• Comparative analysis – similarities and differences between the two theories were identified, and their modern interpretations were evaluated;

• Synthesis – theoretical approaches were integrated to form a unified conceptual framework.

As a result, the analysis of the literature demonstrates that Piaget's and Vygotsky's theories continue to retain their significance in modern psychology. Their integration contributes to a deeper understanding of cognitive development processes and expands the possibilities for enhancing the effectiveness of the educational process.

RESULTS AND DISCUSSION

The conducted theoretical analyses indicate that the theories of cognitive development developed by J. Piaget and L.S. Vygotsky continue to serve as an important scientific foundation in modern psychology. These theories offer different approaches to explaining the formation and development of human thinking; however, each of them holds particular significance in understanding an individual's cognitive processes.

According to Piaget's theory, cognitive development is primarily viewed as an individual process, emphasizing that a child constructs knowledge through active interaction with the environment. This approach plays a significant role in explaining independent thinking and stage-by-stage development. The findings show that Piaget's model is widely applied in the educational process, particularly in taking into account learners' age and developmental characteristics.

In contrast, Vygotsky's theory interprets cognitive development as being closely connected with social and cultural contexts. It emphasizes that an individual's knowledge and skills are formed through communication, collaboration, and social experience. In particular, the concept of the "zone of proximal development" serves as an important methodological foundation in modern pedagogical practice for identifying and enhancing learners' potential.[2]

The discussion reveals that Piaget's and Vygotsky's theories are not contradictory but rather complementary approaches. While Piaget emphasizes individual cognitive development, Vygotsky highlights the decisive role of social factors. In modern psychology, the integration of these two approaches provides a broader and deeper understanding of cognitive development processes. Furthermore, organizing the educational process based on these theories in the modern education system contributes to the development of students' thinking abilities, the formation of independent decision-making skills, and the improvement of their adaptation to the

---

[1] Berk, L.E. (2022). *Development Through the Lifespan* (8th ed.). Pearson.

[2] Slavin, R.E. (2020). *Educational Psychology: Theory and Practice* (13th ed.). Pearson.

social environment. Therefore, these theories remain relevant not only in theoretical psychology but also in practical educational processes.

CONCLUSION

The theories developed by J. Piaget and L.S. Vygotsky serve as an important methodological foundation for understanding cognitive development in modern psychology. Piaget's stage-based theory of development explains that children's thinking processes are formed through natural maturation and active experience. In contrast, Vygotsky emphasizes the importance of the social environment, language, and collaboration with adults, considering social factors as central to cognitive development. In contemporary psychology, these two approaches are applied in an integrative manner, recognizing that a child's development occurs not only through biological maturation but also under the influence of the socio-cultural environment. In particular, concepts such as the "zone of proximal development" and "scaffolding" (guided support) are widely used in the educational process to enhance learners' individual potential. Thus, Piaget's and Vygotsky's theories have not lost their relevance today and continue to serve as a significant theoretical foundation for modern educational technologies and psychological research.

REFERENCES

1. Woolfolk, A. (2021). *Educational Psychology* (14th ed.). Pearson Education.
2. Santrock, J.W. (2020). *Child Development* (15th ed.). McGraw-Hill Education.
3. Berk, L.E. (2022). *Development Through the Lifespan* (8th ed.). Pearson.
4. Slavin, R.E. (2020). *Educational Psychology: Theory and Practice* (13th ed.). Pearson.
5. Schunk, D.H. (2020). *Learning Theories: An Educational Perspective* (8th ed.). Pearson.
6. Daniels, H. (2021). *Vygotsky and Pedagogy* (updated edition). Routledge.
7. Kozulin, A., Gindis, B., Ageyev, V., & Miller, S. (2021). *Vygotsky's Educational Theory in Cultural Context*. Cambridge University Press.
8. Mayer, R.E. (2021). *Multimedia Learning* (3rd ed.). Cambridge University Press.
9. OECD (2022). *The Future of Education and Skills 2030*. OECD Publishing.
10. UNESCO (2023). *Reimagining Our Futures Together: A New Social Contract for Education*. UNESCO Publishing.
11. Nishonova, Z.T. (2021). *Developmental Psychology*. Tashkent: O'qituvchi.
12. Karimova, V.M. (2022). *General Psychology*. Tashkent: Fan va Texnologiya.