

Vygotsky's Sociohistorical Theory

Vygotsky's sociohistorical theory leans on the conceptualization that the basis of intelligence comes from social and language-based factors. It considers that each person is responsible for the progress of society as a whole, and that sharing knowledge increases the overall cognitive development of all members in a society. It compares the level of actual development to the level of potential development to describe the zone of proximal development. This is the difference in intelligence achieved when one works by themselves, versus how a person can do with the help of another.



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Each Person is Responsible for the Progress of the Whole Society

[An individual helping society make progress](#)

Vygotsky proposed that each person is responsible for the progress of the whole society, with a focus on social cooperation and support.

Zone of Proximal Development (ZPD)

[ZPD zone](#)

He described the zone of proximal development as the difference between the level of actual development and the level of potential development. In essence, the ZPD shows the difference in intelligence between what the person can do without help and what the person can do with help from another adult.

Level of Actual Development

[Level actually reached alone](#)

What people can do on their own is considered the level of actual development. This is what intelligence tests usually measure.

Level of Potential Development

[Level potentially reached with help](#)

The level of potential development is what a person can do with the help from another person.