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Young children’s developing ability to produce notations in different domains – drawing, writing, and numerical.

Andersen, Christopher (ed.) et al., Representational systems and practices as learning tools. Rotterdam: Sense Publishers (ISBN 978-90-8790-526-2/pbk; 978-90-8790-527-9/hbk; 978-90-8790-528-6/ebook). 39-58 (2009).

From the text: A person’s successful interaction with the environment (or with herself) is, to a large extent, dependent upon the tools at her disposal. Enhanced access to a variety of cultural tools should make a difference on young children’s problem-solving capacity in different domains. These cultural tools are of different kinds. They include technological instruments and external symbol systems such as language and graphic symbols. Becoming “symbol-minded” is the key to this access process. “No facet of human development is more crucial than becoming symbol-minded. To participate fully in any society, children have to master the symbol systems that are important in that society” *J. S. DeLoache* [“Becoming symbol-minded”, *Trends Cogn. Sci.* 8, No. 2, 66–70 (2004; doi:10.1016/j.tics.2003.12.004)]. (And so do adults, obviously.)

Classification: C31 C41 F21 C51 C41

Keywords: symbols; numbers; learning