

Summary

Peer interaction in the light of cognitive task accomplishment

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This paper analyses dyadic peer interaction (among preschool children) in the collaborative performance of a cognitive task. The nature of peer collaboration has been questioned based on an insight into children's action, classified according to the functions of a cognitive/or social regulation. Sets of individual and interactive actions have been analysed at three different levels: a sample on the whole, the dyads and individual performance. Research results offer insights into the nature of the preschool children interaction in accomplishing cognitive tasks, into the dyads among partners with balanced or inconsistent competence level. Perceiving children interaction as a "training ground" in developing child's cognitive abilities and social skills can be used in improving more efficient educational practice among preschool teachers.

Key words: peer interaction, peer tutor, collaborative learning, intersubjectivity, sociocognitive conflict.