

**SPECIFIC FEATURES OF COGNITION  
AND LEARNING IN THE SCHOOL CONTEXT  
PARADOXES OF THE EMPHASIS ON CULTURAL  
PRACTICES OF COGNITION CLOSE TO THE CHILD**

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**Abstract:** The first part of the paper deals with contributions of the cultural psychological approach to learning and cognition (in comparison with individual cognitivist tradition): these are contained in the theory of situated learning (Resnick; Lave-Wenger) or in that of distributed learning (Perkins). Their representatives stress the difference between learning and apprenticeship and develop the ideas of Vygotsky, Leontiev and Luria concerning the role of artifacts of culture as tools of learning.

Second part criticizes the fact that many authors joining situated learning theory implicitly put cognitive processes displayed in practice (understood exclusively as everyday apprenticeship) as model for learning in school – without analysing the specificity of school way of cognition.

To conclude, different conceptions of the term “context” will be presented through examples of cultural psychological researches.