

# Children's Learning Process for Reconsidering the Meaning of their Daily Activity: A Case of Collaborative Classroom Learning Activities for Children

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## Abstract

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This study investigates processes by which primary school children reconsider the meaning and style of their daily life through discussions in the classroom. It also clarifies the purpose and the meaning of learning activities in home economics classes, from the perspective of Vygotsky's learning-instruction theory. The results indicated the following: School children gradually noticed the multiple and diverse nature of the meaning of their learning objectives through teaching materials and discussions with peers and the teacher. The children also came to understand the real meaning of their objective in the context of their physical experiences and through concerning to the object eagerly. As suggested by Vygotsky about the interdependence among the words, "meaning," and "sense," children were able to realize their objectives, through discussions and collaborative learning.

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*Key words:* Interaction, L. S. Vygotsky, Learning Process, Others, Diversity