

Development of consciousness and its relationship with education in Vygotsky and Rudolf Steiner

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This study aims to understand the process of development of consciousness and its relationship with education from the perspective of Vygotsky and Rudolf Steiner. It is justified by the growing interest in Vygotsky's theory in the pedagogical context and by the ability of Waldorf Education to integrate the dimensions of thinking, feeling and willing. The study is based on a narrative literature review using primary sources, articles and books referred to in scientific databases. The conclusion is reached that Vygotsky understands consciousness as a dynamic semantic system related to emotional experience and the social situation of development; while Steiner understands consciousness as the ability to access reality through rationality, imagination, inspiration and intuition. Both of them point out the essential role of consciousness in human development and education, proposing an integrated approach between science, art and aesthetics for its development.