

# Cultural-historical psychology as non-classical science

Presentation by  
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# Merab K. Mamardashvili (1930 – 1990)

“Classic and non-classic ideals of rationality”(1984)

- The classic ideal of rationality based on Decart’s dualistic philosophy;
- “Classic ideal of rationality was formed on the basis of the observation of physical bodies”

# Lev S. Vygotsky

- Rejected dualistic philosophy as the basis of science (1924)
- “Until now in psychological researches the logics of solid bodies dominates” (1931)

# Methodology of cultural-historical psychology (based on: E. Yudin, 1976)

	<b>Level</b>	<b>Content</b>
	Philosophic	Marxism and Russian 'Silver age' philosophy
	General scientific	System approach
	Concrete scientific	Non-classic theory of child development
	Procedure and technique of research	Method of "double stimulation"

# Methodology of cultural-historical psychology – philosophic level

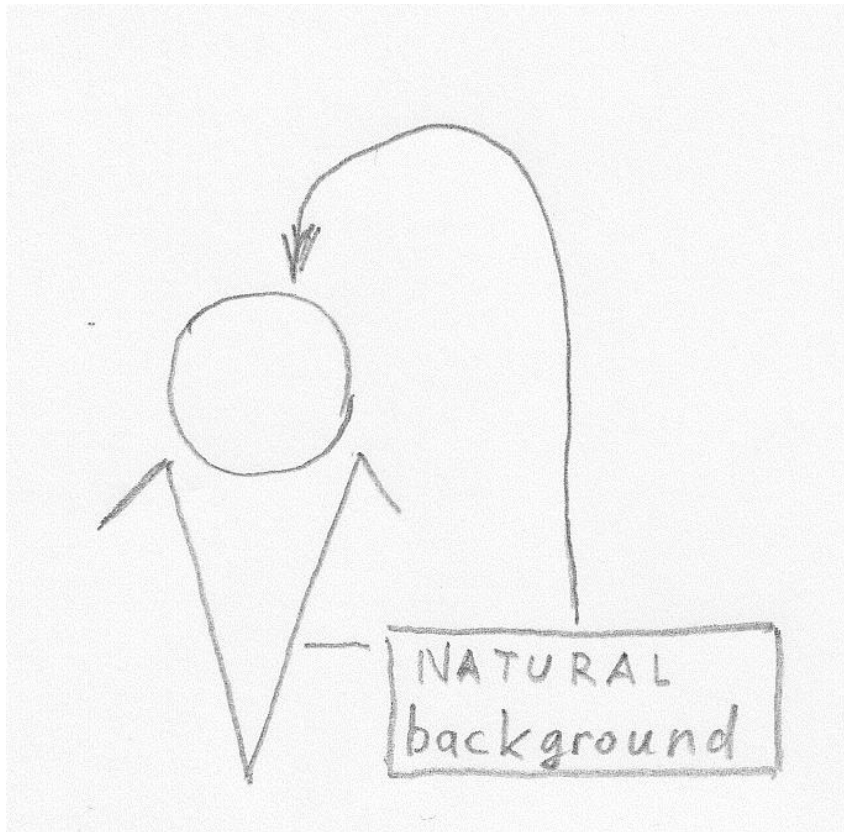
- Marxist philosophy attracts Vygotsky's attention as non-classic philosophy;
- Non-classic philosophic ideas of Russian 'Silver age' philosophy: Pavel A. Florensky (1882-1937) "The transfer from external to internal and vice versa is mediated by sign"

# Methodology of cultural-historical psychology –general scientific level

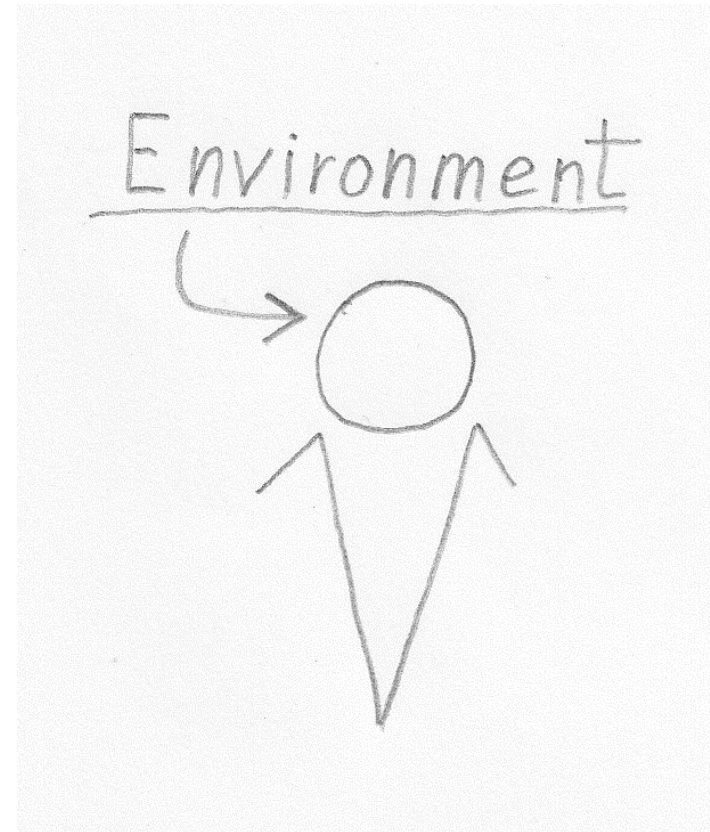
- Approach to research of high psychic functions as systems;
- “Analysis by units” against “analysis by elements” as principle of non-classic science

# Methodology of cultural-historical psychology – the Non-classic theory of child development

## Biogenetic theories of child development

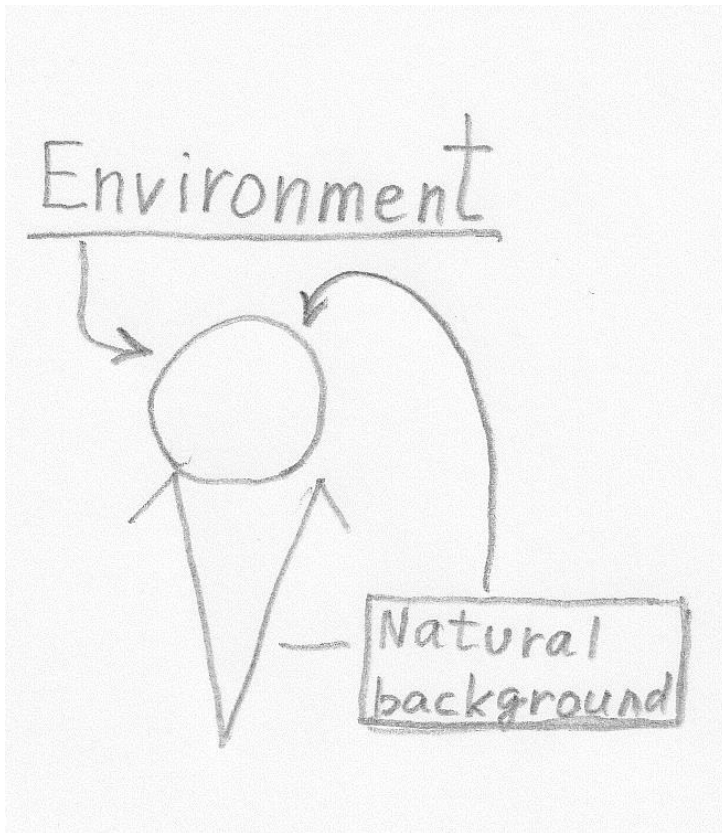


## Socio-genetic theories of child development

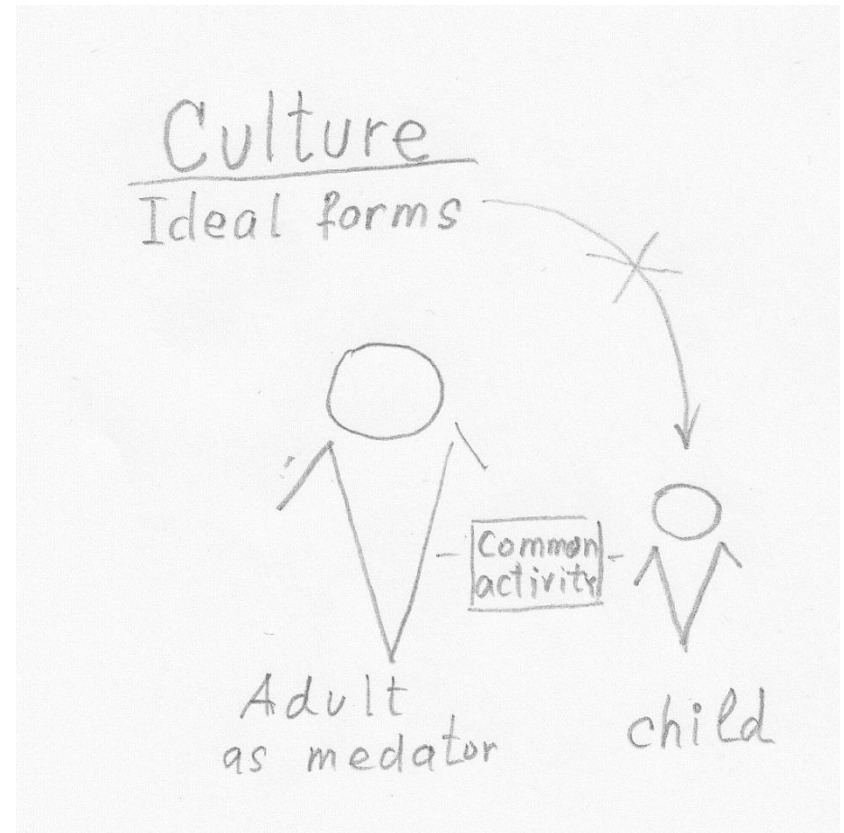


# Methodology of cultural-historical psychology – the Non-classic theory of child development

## Two-factors (convergentional) theories of child development



## Vygotsky's theory of child development





# Methodology of cultural-historical psychology – the method of research

- The method of double stimulation as non-classic: the object of research is created in the process of research, in contrast to classical testology etc.

# Claudia Lopes da Silva

- Cultural-historical theory as the basis for education of students with innate learning difficulty, like dyslexia, attention deficit disorder or hyperactivity.

# Feiyan Chen

- How to make the cultural-historical theory and empirical data communicate with each other, or how to make them work together?
- For example, when parents and children go shopping. The child wants to buy chips but the parent does not want him to buy because it is junk food. How can the parent create a social situation to foster the child's development of intellect and affect? How can this process be informed by the theory?

# Gabriela Dumitrascu

- To what extent the generalization process is present in mathematics instruction? There is no research that looks at how the generalization is presented in curricula.

# Giselle Modé Magalhães

- The object of our investigation is the qualitative development of the activity of the child during early childhood.
- In the frame of our PhD thesis, we are investigating the action with objects, conceptualized by Elkonin as the dominant activity that leads the development during early childhood.

# Hannah Proctor

- Research Problem: What is Dialectical Psychology?
- Vygotsky defined his own approach to psychology as 'dialectical'. I intend to probe what he precisely understood by the term.
- Yet a close reading of his and Alexander Luria's introduction to 'Beyond the Pleasure Principle' (which they insisted was a dialectical text), provides useful insights into what Vygotsky might have understood as 'dialectical psychology'

# Hongda Lin

- one of basic questions I naturally want to ask in my thesis is the possibility of subject movement in the process of institutional change.
- With similar concerning on problem-resolving, Vygotsky suggests double stimulate, which seems promising to understand and re-design the learning process in individual and collective as well. One example of double stimulate in institutional collective is charitable organizations.

# Jaakko Hilppo

- The basic problem .... regards understanding and conceptualizing our research design in light of the core principles of the genetic methodology in cultural historical activity theory.
- More precisely, this means understanding how concepts like first and second stimulus, the ideal, mediation, obuchenie, perezhivanie, and social situation of development are operationalized and empirically investigated within this methodology.



# Joel Rudnert

- The problem is that this theory is deeply rooted in a constructivist theory where conceptual change is seen as a result of a cognitive conflict instead of an interdependent development of both the everyday concept and the scientific concept.
- Zinchenko (1981) article on Microstructural analysis (what in the west is called Microgenetic research with a slightly different focus according to Wertsch, ... to discuss how this method can be developed in the frame of the Summer University
- Is it possible to combine the two methods?

# Lucilene Fonseca

- The main objective of this study is to understand and transform the meanings assigned by student-teachers and teacher researcher, and the teaching of FL in school context as an activity teacher training in pre-service, in Teaching Practice classes of foreign language (FL) in a Faculty from the private network, located in Jandira (SP).

# Martin Kramer

- My analysis of teachers' situation with respect to school development comprises two theoretical approaches that both deal with the concepts of needs and activity (cf. Bratus' and Lishin, 1983), namely Self-Determination Theory proposed by Deci and Ryan and Cultural-Historical Activity Theory in the tradition and legacy of Vygotsky and Leont'ev.
- By applying formative interventions based on Vygotsky's principle of double stimulation I seek to foster teachers' awareness of their situation and help them to actively develop their school's future.

# Monica Lemos

- the basic problems investigated in the research Educational Management and Activity Theory: Possibility of development for school managers is based on a instrument so called management plan.
- The main idea is to investigate how it is organized and how it can contribute to educational management transformation in a course for educator-mangers in São Paulo Brazil.

# Nina- Kaarina Putro-Ukkola

- We constructed with my advisor a specific test battery aiming at revealing central traits of the child's personality at transitional stage (the crisis of the seventh year by Vygotsky). The battery was administered before and after the play world 'Alice in Wonderland'.
- Video material filmed during the play world adventures and solving moral dilemmas met in the story. My problem is how test material and qualitative data can be combined methodologically.
- My second problem is theoretical understanding of the status of moral consciousness in the structure and dynamics of personality. What is the role of drama, narrative and moral education in personality development at crisis periods?

# Paula Cavada

- regarding the position of the researcher at the research phenomena.

# Shai Olsher

- The problem I would like to deal with in the frame of the summer university is unpacking the first-year of the Integrated Mathematics Wiki-book Project using CHAT (Cultural Historical Activity Theory)

# Shukla Sikder

- My research is on toddlers' scientific concept development. During toddler age, imitation is one of the big factors to develop any concept in play and imagination also takes place at this age according to my field data. However, Vygotsky's theory says imagination builds after age three as per my understanding of play article of Vygotsky(1966).