# Cultural-historical psychology: interdisciplinary research perspectives & social practices

## Collection of Abstracts

July 3–8, 2017

Moscow State University of Psychology & Education
Moscow, Russia

# 7th International ISCAR
# Summer University for PhD Students

# Cultural-historical psychology:
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# perspectives & social practices

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*This publication introduces materials of the Seventh International ISCAR Summer University for PhD students. Young scholars from around the world conducting studies within the framework of cultural-historical psychology presented their research here.*

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# Enhancing Ghanaian kindergarten teachers' implementation of indigenous play-based pedagogy through a professional development programme

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(Data collection is scheduled for February - May, 2017)

In 2011, the government of Ghana in response to the recommendations of the Dakar World Forum for Education, the Millennium development goals and Education Strategic Plan 2010-2020, prioritised the expansion and improvement of comprehensive early childhood care and education. To this end, the Ghana Education Service in collaboration with the Ministry of Education undertook a nation-wide review of the entire kindergarten (KG) education. Findings from the review revealed that kindergarten teachers are performing poorly in the delivery of play pedagogy (Ministry of Education, 2012). Teachers still used the traditional way of teaching which is largely teacher-centred as opposed to the child-centred one. This situation was due to the fact that the teachers lacked the necessary competencies (skills, ability, attitudes and knowledge) relevant for delivering play pedagogy (Ministry of Education, 2012).

Although play pedagogy is regarded as important for kindergarten teaching and learning, various studies world-wide have shown that it is difficult for preschool teachers to implement it in the classroom context (Rogers 2011; Hyvonen, 2011; Ministry of Education, 2012; Lord & McFarland, 2010). One reason for the difficulty is the inadequate training of teachers (Hyvonen, 2011; Fleer 2015; Hakkarainen, Bredikyte, Jakkula, & Munter, 2013).

In Ghana little is known about teachers' knowledge, attitudes, and beliefs about the use of play pedagogy in the kindergarten learning environment. Since there is a link between what teachers know and how they teach, the proposed study investigates Ghanaian kindergarten teachers' understanding and implementation of indigenous play-based pedagogy. In exploring Ghanaian teachers' understanding, I aim to find out whether a developed indigenous play-based professional development programme will facilitate teachers' delivery of the kindergarten curriculum. Participants for this study will include 12 kindergarten teachers purposively selected from six kindergarten schools in a municipality of the Eastern region of Ghana. After the initial information meeting, participants will be taking through eight weeks of workshop sessions on relevant topics in the Ghanaian kindergarten curriculum. Experts in indigenous Ghanaian play will be invited to demonstrate and explain how to use such play forms in kindergarten teaching and learning. Participants

will be guided to design teaching learning materials and approaches they will employ when using indigenous play-based pedagogy. The theoretical framework that underlines this study is Fleer's theory of conceptual play. This theory is considered most relevant for the study because it sees play as a cultural construct where different forms of play expressions can be profitably used in children's learning and development (Fleer, 2011; Fleer, 2013; Göncü & Gaskin, 2011; Awopegba, Oduolowu & Nsamenang, 2013; Tagoe, 2013; Joseph, Ramani, Tlowane & Mashatole, 2014; Gelislia & Yazicib, 2015; Makaudze & Gudhlanga, 201). Furthermore, this theory emphasizes the important role of adults in children's learning and development. In other words the teachers' role and responsibilities will be clearly defined in developing the materials and approaches for the delivery of the indigenous play-based pedagogy. The study will essentially use a qualitative research approach, employing a participatory action research design (Creswell, 2014). Data for the study will be collected from different sources such as field notes, interviews, observations and participants' reflective journals. Transcribed interviews together with data from the other sources will be thematically analysed at two levels; at the first level participants will be involved in the initial coding and identification of themes from interviews, observations and participants' reflective journals. Further analysis will be done by the researcher.

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# Developing English teachers as transformative agents

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This research project aims to investigate the complexity of the development of the activity of assisting student-teachers to become reflective English teachers of a private college in São Paulo as transformative agents of social changes, but not merely experts on linguistic features. In this process, the students have the possibility of becoming agents in the activity of teaching English. The course of the referred institution of higher education aims at developing English teachers as critical and reflective practitioners, as educators and researchers, committed to comprehensive education and the development of socially responsible and capable citizens to participate in the building of a fairer society by promoting the dissemination of knowledge and encouraging cultural creation and encouragement of reflective thinking. The two disciplines directed to the reflective development of this study are called "Reflective English Development 1 and 2", held during the first year of the course. Their objective is to provide students with studies and discussion of theoretical and methodological contributions needed to develop critical reflective thinking and attitude towards their future transformative teaching practice, with regard to English language teaching. This proposal was conceived because of the increasing need and urgency to develop critical reflective English teachers as agents of changes. There are already several studies by various scholars in this area (CELANI, 2010; ESTEFOGO, 2001, 2005; LIBERALI, 2015; and others), especially in bachelor's degree English teaching programs. In general, in Brazil, it is well known that English teachers undergraduation courses have serious weaknesses that undermine the development of a critical reflective thinking and attitudes with regard to teaching as social transformative activities. They tend to have only a technical linguistic input that structure academic "training" of these future teachers in the mere application of theories, methods and linguistic technical tools.

More specifically, this study aims to understand how the process of reflective teaching development occurs during the first year of the course against the studies and theoretical discussions on the concepts of reflective teaching as a transformative social activity. Opposed to the mechanistic, Cartesian view of the world, where there is no room for feelings, where mechanical reason, exact, reductionist, law of cause and effect, excludes emotion and human creativity and innovation, this study believes that, given the real situation of life, disorderly, chaotic, uncertain of human relations, "*life* that is lived" (*MARX; ENGELS, 1845-46, 2007*-26), which is complex (MORIN,

2005), the activity of developing reflective English teachers certainly will have different characteristics and structures of the initially idealized object. In other words, it is a study that aims to create the basis to discuss the details of the realized object, not only the idealized, that is the real picture of life, full of imbalances in situations of chaos, uncertainty and doubt, but with the omnipresence of creativity and innovation of human action that creates opportunities for a new order, a new object. Chaotic scenarios, dubiousness and questioning are rooms for the genesis of new organizations and structures singularities of new conceptions, meanings and then objects. The unfolding of the idealized objects is not likely to be known, given the fact that the achieved object stems from the dialectical interrelationship of individuals by means of social activities. The concept of social activity is associated with the subject in the world, acting and making history in interaction with others in certain historically dependent and cultural contexts. Based on the Cultural-Historical Activity Theory (VYGOTSKY, 1930, 1994; LEONTIEV, 1978, ENGESTRÖM, 1987, 1999), this study understands that the characteristics of human actions are focused on the external physical aspects with consequences in the internal and psychological features, particularly, consciousness development. Furthermore, human actions take place by means of the relationship with the social environment, with others, with the cultural tools and instruments available in a dialectical relationship, interconnected and intertwined. Besides that, understanding how people interact collectively with each other and with the available cultural tools, what meanings they give to the processes that they belong to and how to build their knowledge is to understand the world in the complexity of their relationships, which is also the conception of the present study.

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# When First-Year College Composition Isn't

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As Elizabeth Wardle notes, the assumption within college composition studies is that Freshman Year Composition (FYC) "should and will provide students with knowledge and skills that can transfer to writing tasks in other courses and contexts." However, in any given term, for various reasons, students in "freshman composition" can be sophomores, juniors, or seniors. In fact, at the University of California in Irvine, the mandatory composition program classes may be comprised of only 30% freshmen; some sections of FYC are solely juniors and seniors. The skew in non-FY UCI students challenges both the efficacy of the course curriculum and the assumption that students need training as freshmen to succeed in their college studies. Non-FY FYC students would seem to have had successful experiences in curricular matters – presumably, they've begun to write in their area of study. If students are already practicing awareness of academic conventions before they take FYC then they are exhibiting a type of discursive agency which indicates that the frames influential to FYC pedagogy are not applicable to all, or in this case even most, of the students in any given classroom. This makes FYC a shared space with varied exigencies. What can FYC offer to students that are no longer freshmen? What are the skills and agendas of non-FY students? Are they different enough from freshmen to warrant concern and or action? What are effective, fair, and reasonable ways of engaging these differences within one course? In what ways are multilingual student populations specifically impacted by placement procedures and their subsequent inability to enroll in FYC in a timely manner? Reports from students as they make their way through FYC courses is the primary source material to explore these questions.

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# Instruments, materials and repercussions in the context of teaching Libras[1] in bilingual deaf schools: what language organizes what thought?

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In the present research project we seek to identify the implications that underlie the education of Libras deaf teachers in Elementary and Secondary Education in Bilingual Schools in São Paulo, Brazil. These are people that use a visual / gestural / spatial language, which the current legislation - law n. 10.436 / 02 regulated by Decree no. 5.626 / 2005 - guarantees and recognizes, as they recognize the right of the deaf to have access to knowledge, common assets and communication through their first language (Libras). The project also seeks to discuss the law's potential impact on teacher education and the outcomes of this impact with regard to public education policies (QUADROS, 2004). The research is being carried out in a critical-collaborative perspective (Magalhães, 2011), i.e., its focus is to collaborate with the processes of identity construction of teachers. In this paper, I understand that the teaching exercise is not limited to the application of pre-conceived models, but rather, it is constructed in the practice of the participating teachers according to each one's history. Thus, a formative process would move the knowledge of education theory necessary for inclusion, allowing the participants (teachers and researcher) to be able to develop the skills and abilities to investigate their own teaching activity and, from this research, to constitute their knowledge-teaching, in a continuous and dialectical process of collective construction of new knowledge (PIMENTA, 2000). More specifically, the research goals will be (1) to articulate spaces that allow the involved teacher to achieve professional development; (2) to analyze the processes of teaching Libras (Brazilian Sign Language) to deaf children; (3) to stimulate changes in the school organizational culture in which the project develops, with the intention of contributing to the foundation of the teaching practice, (4) to present the main points of socio-historical psychology proposed by Vygotsky, and the assumption of critical pedagogy that all teachers can produce knowledge about the teaching-learning process and therefore, need not be (and they are not) repeaters of theories previously developed by supposed intellectuals (the doers versus thinkers paradigm). As a result of the collaborative actions carried out within the research, pedagogical changes are expected to produce work valorization, personal growth, professional commitment, the

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[1] LIBRAS is short for Brazilian Sign Language and widely used across Brazil instead of the full expression.

development of a culture of analysis and participatory organizational practices. To Vygotsky, all human learning and development are active processes, in which there are purposive actions mediated by various tools (Vygotsky, 1934). The most important of these tools is language, for it represents the semiotic system which is the basis of the human intellect. All other higher functions of the intellect are developed from social interaction based on language (WARSCHAUER, 1997). Thus, intelligence has a social origin and learning happens initially interpsychically, that is, in the collective, and then there is intrapsychic construction. Thus, for learning to occur, there is a need for interaction between two or more people, cooperating in an interpersonal activity and enabling intra-personal re-elaboration. Within this view, it becomes necessary to bring the concept of Vygotsky's Zone of Proximal Development, which in his own words is:

ZPD is the distance between the real level of development that is usually determined through problem-solving and the level of potential development determined through problem solving under the guidance of an adult or in collaboration with more capable peers. (1934: p.112)

According to Siqueira (2003), there is the real development zone, which consists of skills and knowledge that the student has built up so far, and tasks and problems that students can solve on their own, without the help of more experienced companions. In the area of proximal development, however, one will find the skills and knowledge that have not fully matured and that need the help and guidance of an adult or a more experienced partner so that they can be used. For Vygotsky, the ZPD is considered the central point of learning, where the functions in the process of maturation are found. Newman, Griffin, and Cole (1989) emphasized the importance of the ZDP in linking teachers' social discourse to the cognitive dimensions of student learning:

The concept of ZDP was developed within a theory that has as a presupposition that superior psychological functions, distinctly human, have socio-cultural origin. The activities that constitute the zone are the social origins already mentioned; When cognitive change occurs, not only what is performed among the participants, but how it is performed, it again appears as an independent psychological function, which can be attributed to the novice who is learning. That is, the culturally mediated interaction between people in the ZPD is internalized, becoming a new function of the individual. Another way of saying it is that the inter-psychological becomes also intra-psychological.

With these concepts in mind, the research problem is verifying the extent to which a collaborative research can favor identity-building processes, placing the subjects in a position to carry out analyzes and changes in their teaching actions and institutional culture, strengthening them personally and professionally for the elaboration of collective pedagogical projects that aim at qualitative improvement in the process of teaching Libras and in the formation of the deaf student.

Keywords: Teacher training, Libras, Critical-collaborative research-action, Bilingual practices.

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# Critical-Collaborative Research applied in an inclusive classroom: socially-historically observing the interaction among students with (and without) special needs and those

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Following international guidelines, the public policies for inclusive education in Brazil indicate that schools should be prepared to enroll every student, which means, in general terms, providing for the inclusion of students with special educational needs in regular classrooms, along with non-disabled students. From the data collected in the country's Primary Education Census in 2013, it can be observed that almost 76% of disabled students were enrolled in regular schools. Thus, it can be noticed that the inclusion process is gradually becoming a reality in Brazil, in addition to the perception that disabled students are leaving the few existing special schools to enroll in regular ones. However, simply enrolling is not enough; one needs to look at the dropout rate, which is rather high at the moment (24,3% in 2012)[2]. Therefore, the enrollment rates do not show the difficulties that disabled students, teachers, families and members of the school staff in general have faced with the emergence of inclusive education, nor display the difficulties faced by non-disabled students. This is possibly the reason why Brazil *"displays the third highest school dropout rates among the 100 countries presenting the highest HDI (Human Development Index)"* (UNDP, 2012)[3].

In my Doctoral Dissertation Thesis, I intend to discuss the means by which and the extent to which inclusive education is beneficial for all students at elementary school, which comprises students from 6 to 11 years of age in Brazil. The UN Program on Severe Disability, published in 1994, indicates that the benefits of Inclusive Education feature: a wider range of models for social roles; developing the understanding of their own diversity, as well as the diversity of others; increasing responsibility and learning through teaching, being better prepared to live in a diverse society in adulthood, among other benefits classroom.

The doctoral research, currently under development, is being carried out in an Elementary School classroom, with 6 to 11 year-old students, in a

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[2] Data accessed in Uol Educação, at: https://educacao.uol.com.br/noticias/2013/03/14/brasil-tem-3-maior-taxa-de-evasao-escolar-entre-100-paises-diz-pnud.htm, accessed on January 12, 2016, referring to 2012, when the Development Report was published in the United Nations Development Program.

[3] See above

public school in the underskirts of São Paulo (Brazil), where one disabled student is enrolled. In this study, I investigate how the relations between students and teachers are organized in this inclusive educational context, as well as which are the cognitive and emotional reactions that might develop from this relation, besides observing how the teacher conducts this educational inclusion process, concerning values, morality and respect for differences, and considering that "identity and difference are social and cultural creations" (Silva, 2000).

The chosen methodology is the Critical Research of Collaboration, which aims at *"organizing investigations based on a critical praxis as a transforming and creative activity, in which the relations between theory and practice are dialectally understood, in their mutual autonomy and dependence, in other words, as praxis. (Magalhães, 2010)"*, and states that the researcher must be an active part in the researching process.

The theoretical basis that guides me through this path is the social-historical-cultural theory, formulated by Vygotsky, who understands that humans are historical, social and cultural beings, given that culture is not finalized, but in constant movement, on the basis of recreation and reinterpretation of information, concepts and meanings by human beings, immersed in such cultural-historical context. For Vygotsky, the human mind is constituted of innate reactions, conditional reflexes and experiences that can be social (when humans are able to profit from the experiences of a collective past to overcome the distance and learn from experiences gathered in other places), as well as historical (overcoming time and learning from the past). Therefore, we are biosocial beings (Van der Veer, 2007). Vygotsky considers that a child internalizes the cultural tools by using language. The means by which children in an inclusive classroom internalize cultural tools and demonstrate affection in this space are the object of the investigation carried out in this study.

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# Teaching English as a foreign language: applying cultural-historical theory and activity approach

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In recent years, there has been an increasing interest in studying languages, and, more particularly, in studying English as a second language. English is by far the most studied language around the world, and numerous approaches to teaching it are practiced nowadays. However there are still many challenges connected with the elaboration of efficient ways of teaching – and consequently of learning English – for children from various cultural contexts and different age groups.

As a researcher I am interested in developing a programme of teaching English in the framework of the cultural-historical theory and activity approach. On the one hand, a few attempts have been made to develop teaching TEFL within this theoretical framework, but on the other hand these attempts have been quite fragmentary so far and there is yet no distinct system for teaching a foreign language based on cultural-historical theory and activity approach.

Our work will embrace:

- analysis of the existing theoretical approaches to teaching ESL;
- analysis of the basic principles and key concepts of cultural-historical theory and activity approach that can be applied in teaching ESL;
- analysis of applying digital technologies as a new means of mediation in the context of ESL.

The purpose of this research phase is to plan the theoretical background for the further practical work. I hope that applying digital technologies in teaching languages in the light of cultural-historical theory and activity approach will provide an effective paradigme of teaching ESL to children and adolescents.

# Curricular adaptations and schooling of deaf students from a social-historical perspective

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School education of all students is tied to the curriculum, which is essentially a means to organizing the content and the route to be taken by the community, in order to build a meaningful teaching-learning process. It is an element that strengthens the education of pupils. It has the political-pedagogical project as a point of reference and it should be pervaded by initiatives that lead to the development of inclusive practices (BRASIL, 2003).

When it comes to school inclusion of deaf students in particular, what can be observed is that the initiatives sometimes implemented, that are not necessarily related to the curriculum, concern the integration of the Interpreter of Brazilian Sign Language – LIBRAS - in the classroom. Without ignoring the relevance of this professional's work, Góes (2004) states that, for a successful school inclusion to take place, several projects are needed instead of little adjustments only. Vygotsky had a similar view on this subject in the mid-1920s, stating that it is necessary to follow a different path from the ones taken for students who have no disabilities in order to achieve success in the education of a disabled student.

In this direction, it is essential that the guiding principles of inclusive education are achieved in all possible dimensions, by taking effective actions, such as: teacher education programs, appropriate infrastructure, quality teaching material, pedagogical practices that meet the needs of each individual in their uniqueness and adaptations in the curriculum outline (GOÈS, 2004). Otherwise, the school will go on including the student in the classroom as if their physical presence alone embodies the concept of the term inclusion.

When addressing the curriculum in inclusive education, it is important to point out that this does not mean redesigning it by suppressing contents or removing subjects, as if disabled students were not able to learn as much as the others. It should be adapted, instead, taking into consideration the features of these students, focusing on their capacities (not on what they lack) and the zone of proximal development, which is defined, in Vygotskyan terms, as the distance between the real learning level and the potential learning level.

The curricular adaptations proposed by the Special Education Office of the Ministry of Education – MEC, in this regard, figure as possibilities to act upon the difficulties faced by the students (BRAZIL, 2003). They aim at "the search for solutions for the specific needs of each student, rather than on the failure, to enable the teaching-learning process" (BRAZIL, 2003, p.38). The

intent of such proposal is that the school adapts to the student, in order to offer the basic conditions for their access and continuance. In other words, it is in favor of quality education for all.

Based on the above considerations, it is key to investigate if and how the curricular adaptations have been implemented in regular schools where deaf students are enrolled.

Sustained by Vygotsky's Social-Historical-Cultural Theory (TSHC), this project's theoretical framework is founded on the national learning-teaching policy and of authors such as Bueno (2001), Fidalgo (2006) and Mendes (2006), who discuss the issue of inclusion. It is also anchored on the Qualitative Methodology of Critical-Collaborative Research – PCCol, in addition to Social-Discursive Interactionism (ISD; BRONCKART, 2006), which contributes in the organization of the discussion through the perspective of the linguistic embodiment of inclusion or exclusion ideals experimented in schools.

PCCol focuses on the work with educators, which is why it has been applied by collaborators and researchers in educational institutions throughout Brazil. It is founded in the Social-Historical-Cultural Theory, as well as in studies that adopt this methodological perspective (MAGALHÃES, 2011). In this theoretical and methodological framework, language is a founding element. It is the central tool used by an individual to interact with culture and organize experiences. It is through linguistic mediation that the human being builds relations and humanizes themselves; organizes thinking and expresses it with words, which have the power to signify the world, as a reflex of the redefinition of another being in social interactions (VYGOTSKY, 1934/2009).

The data was obtained in 2015 and 2016, with recorded monitoring of Portuguese language classes – taught by teachers who work in Elementary Education, in classrooms where deaf students are enrolled –, in addition to semi-structured interviews, reflective sessions (MAGALHÃES, 2006) were carried out with the school teacher that take part in the investigation, and documents that prescribe public educational policies were analyzed. This work, currently in the phase of data analysis and discussion, bears initial results in the sense that, due to the lack of adequate teacher education, (1) the curricular adaptations at the level of the curriculum developed in the classroom - adjustments in the didactic and methodological aspects that favor the active participation of the student on the activities –, and at individual level - actions focused on assessment and individualized care, in order to understand the factors that interfere and / or impair learning -, have not been implemented by the teachers, and (2) that there is still a perception of teaching-learning that sees deafness as a flaw, a gap and never as a challenge that can and must be overcome by the deaf student, as well as their classmates and teachers.

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# Teaching-learning process of the Portuguese language by distance education for deaf students in the social-historical-cultural perspective – Challenges and Possibilities

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This research aims at contributing to expand the opportunities for deaf people in their learning of the Portuguese language. I am designing and offering a distance education course about the new grammar rules in the Portuguese language – a course designed specifically for the deaf and taught in Brazilian Sign Language.

I became interested in this area when I used to teach deaf children. I could notice that, although they spent many years at school, they completed their schooling with significant gaps in reading and writing, even in spelling and intonation.

Concerning spelling and other peculiarities of the teaching-learning process of the Portuguese language, in general terms, I will use as bibliographical reference some previous investigations where these issues were discussed by authors such as Geraldi (1993) and Koch (2011), who present concepts about the language that pervades education, as well as their consequences in the Portuguese teaching process; and Fulgêncio and Liberato (2012), who reflect upon how the texts used in school are inadequate from a readability point of view, demanding the reader to rely on information that he or she does not have. In addition, authors who debate distance education in Brazil will also be used as references, such as Riano (1997), Landin (1997) and Vianney (2010).

With regard to the teaching process of the Portuguese language, specifically for deaf students, Pereira (2005) analyzes the reading and writing process of some students, stating that many of the unsatisfying results obtained are due to the lack of an established language which could be used to produce writing. Also Lodi, Bortolotti and Cavalmoreti (2014), in an article, consider that literacy for deaf people is built with the use of social practices that involve two languages and present an educational proposal for literacy that arises from the experiences with Brazilian Sign Language (LIBRAS) and Portuguese; Dias Jr. (2010), in his master's degree research about Portuguese as a second language, exposes the need to adapt methodologies and strategies in so called bilingual classrooms. Góes (1996) points out some works that refer to difficulties concerning text comprehension, reading and writing faced by deaf students, due to the quality of the schooling experience offered to these students. The author could verify that learning is poor and students

scarcely use writing, and also that reading and writing activities are limited to simple and short texts.

To bring all aforementioned issues together, some concepts developed by Vygotsky (1924-1934) are key, enabling the comprehension of the complex relation between human development, teaching and learning, that are present in the issue I intend to study – i.e., mediation, development of higher psychological functions, relations between language and thinking, zone of proximal development, the learning-development relation, and compensation.

The methodology choice for this work is anchored in the critical paradigm of research, since it has an interventionist background. I have considered this paradigm, given that this research encompasses a critical review of the teaching-learning situations experienced in distance education. The research will be carried out in a collaborative manner, since all subjects, researcher and deaf students will be active in the search for answers to the concerns that led to the present study. The course will be designed and offered via moodle platform first to a few deaf students – a sampling of 3 or 4 participants – who are graduating or about to graduate high school. After being assessed by these students, it will be offered to deaf public in general.

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# Teachers' professional learning experiences during the neoliberal educational changes

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Globalisation as a worldwide change sets new expectations of public education and expects from teachers adapt new roles to keep up with constant diversifications in society and development of professional knowledge (Thomas & Beauchamp, 2010). In the context of those global changes it's important to ask how teachers themselves perceive their professional learning experiences and how teachers describe and reflect their learning during neoliberal educational reforms. In Estonia there are no extensive studies about influences of occurred neoliberal changes on a personal level. The aim of the study is to analyse and describe teachers' professional learning experiences during the neoliberal educational reform in Estonia. Analysing teachers' professional learning experiences during the changes allows to make decisions on the success of reforms and policy changes. Possibility to reflect their own learning expiences gives teachers better chances to face changes in their profession because problems with teachers profession are related to social change. Qualitative research approach has been taken for current study. Data collection is based on semi-structured, in-depth interviews. 27 Estonian teachers were interviewed. The interview focused on four components of social learning: community, practice, belonging, identity (Wenger, 1998). The results revealed all aspects of social learning. Most teachers perceive and describe learning by doing (teachers' daily practice) as a professional learning experience, belonging to the community is also highlighted. The other components (meaning and identity) appeared in teachers' learning experiences in more modest way. Teachers also describe their professional learning as continuous process where experiences in school context and contacts within local teaching community are more important than belonging to other social groups. All this confirms that the teacher's professional learning experiences helps them to cope with neoliberal educational changes.

**Keywords: teachers' professional learning experiences, neoliberal changes, social learning theory**

**Extended summary**

Most previous studies of neoliberal educational reforms and changes have focused on the macro level, mostly the educational policy has been discussed. Views from teachers, who are identified as key educational participants, regarding such a policy shift have seldom been discussed. (Wong, 2008)

As the experiences of teachers during the neoliberal educational reforms reflect how teachers think and describe themselves as teachers, a direct link can be followed between teachers professional identity and socio-political context (Leonard & Roberts, 2014) because teacher professionalism is a socially constructed concept (Lai & Lo, 2007). As changes in society cause conversions in education policy and affect teaching in all educational levels, it is good cause to analyse and describe teachers' professional learning experiences because learning itself is a social process (Putnam & Borko, 2000). Wenger (1998) gives knowledge a personal dimension, knowledge is giving meaning to one's own experiences and life in general. Teachers' professional learning takes place mostly in school environment and teachers have to be prepared to face different changes in local and global level. According to Wenger (1998) social learning requires considering of four dimensions or components of learning which are contextually influenced: meaning of learning; practical activity, community, and professional identity.

In Estonia education system experienced a change of ideology, decentralization and pluralisation. The majority of in-service teachers in Estonia started working in a different social system. The aim of the study is to analyze and describe teachers' learning experiences during neoliberal educational reform in Estonia. The research question is how teachers perceive, describe and reflect their professional learning experiences during neoliberal educational changes?

Qualitative research approach is used for current study. Data collection based on semi-structured, in-depth interviews based on concept of social learning was used. Semi-structural interview has been chosen because there is a combination of open and closed questions. Interviews enable to find out the participants` experiences and perceptions in relation to their learning. Components of social learning (Wenger, 1998) are good theoretical framework to analyse reflection of different teachers` learning experiences during neoliberal educational change.

All participants belong to the same generation and started their professional career in period of 1990-1995. Teachers had experience of 20 years working on average and the mean age of participants was 45 years. Interviews usually lasted between 40 and 50 minutes. The teachers participated in the study voluntarily.

Teachers were asked to describe themselves as teachers and speak about their professional career starting from the university graduation until now, they were asked to describe and explain how they were studying, what they have had to study during their career, and what the learning meant to them. All these topics were discussed with each teacher and during the interview the interviewees were asked to specify their thoughts by asking from them, for example "Would you explain that more" or "Give me an example " or " What do you mean by that word or sentence?"

The interviews were transcribed and read and re-read to identify the interesting themes and develop categories according to components of Wenger's

(1998) learning theory. Among the categories, similarities and differences were explored and subcategories at varying levels of abstraction were created. Lastly, categories from the theoretical framework of the study were compared and analysed so that the category system may be incorporated in a theory.

The results revealed all aspects of social learning. Teachers' commitment to the profession was high. The social changes were reflected more in changes of teaching related routines and less in identity.

The meaning of learning manifests itself above all in acting through practical experience and working daily together with colleagues, by means of which they feel that they belong to teachers' wider community. For the teachers, the practical teaching skills that could be used and applied in the classroom, were essential. The interviewees perceived that the learning environment must become safer and more encouraging for learning. In the course of long-term teaching activity the teachers' study concept changed, they started to regard pupils as partners, thus the teaching became more pupil-centered. The changes in the educational activity were also connected to the communication experiences with different parties (above all with parents). In the communal belonging the interviewees emphasised the importance of acting as a stable team. The teachers are converged by mutual profession, aims and learning together. From the meanings of the social learning the teachers emphasised that growing and developing as a person has created better prerequisites for being a better teacher. The teachers presented identity and their professional role sparingly, seeing it to be linked above all with the years they have worked and long-time experiences.

The neoliberal social changes are reflected in the personal meaning of teaching and in changes of everyday routines but support of colleagues helped to cope with changes and the personal context of learning eclipsed social context of learning. The results indicate - the influence of learning on doing came forward the most, followed by the influence of belonging to the community. Although rapid changes in society cause frictions in education, those changes are not reflected in teachers´ learning experiences as strongly as expected.

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# From Unconscious to Sexuality: an analysis since Historical-Cultural Psychology

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Our theme is about to consider the relations between unconscious contents and sexuality, which permeate the development of human consciousness and, respectively, the higher psychological processes of the subjects, among them the sexual identity. Therefore, we understand that there is a broad relationship between the development of psyche and sexuality, and also consider that the human psyche encompasses the conscious aspects as well as the unconscious issues.

It should be clarified that Vygotsky sought to find a way to overcome the dichotomy present in all psychological science. The author sought in the epistemological assumptions of Historical-Dialectical Materialism the solid bases for this construction, generating an intense debate between the idealist and materialist lines. In this conception, there is a dynamic and permanent relation, based on objective reality, in which conscious and unconscious are understood as different qualities of the same object, a relation in which one does not dilute in the other, but also in that one does not exist without the other.

Our initial thesis, however tentative it may be, understands that the unconscious relates to sexuality through non-verbal (sentimental-emotional) structures and processes, allowing the subject to develop their sexual identifications even without understanding them, that is, to develop abstractions to understand how the external reality is affecting it. Therefore, if consciousness represents the synthesis of the relation established between meanings (as social-sexual processes) and the personal senses, it is the absence of these two types that characterizes the unconscious in subjectivity. This, in turn, is formed primarily by emotional tone, as a targeting of the intensity of sentimental states (affection-pleasure) that guide the subject to a given object, signal their interest, but which he may not understand (and, therefore, explain), even if they interfere with the way he develops his identification with sexuality.

However, the senses may become unconscious because they do not gain a representation in the form of a sign such as an image, a word, which would enable their representations in consciousness. In this case, even though I do not know which emotion refers to the tone that drives me to something (or someone - as long as I desire), in a second moment I can have the awareness that it was a specific feeling towards the other (distinct from me) which I did not remember.

Therefore, the meaning I have constructed is unconscious, due to the impossibility of representing it fully: sense and meaning. Once the unconscious

is discoverable, it becomes necessary for the subject to acquire new elements that allow him to assign a more elaborate or developed sense, and thus increase his consciousness. This circumstantial shift from unconscious to conscious enables subjects to insert themselves into reality in order to dominate it, thus allowing their emancipation as a human. Thus, we generate some assumptions that do not aim to identify a normal or pathological identity, but rather to understand the development of this identity process.

We understand that the sexual identity is the synthesis of a dialectic process between consciousness and unconscious that is contributed in the biological base, in specific in the body, and from which the subject develops a psychological structuring initiated by the socialization in its social group. As a result, the subject may or may not identify with certain psychic and social characteristics referenced for their anatomical sex, depending on the mediating elements that will be available and will enable the conversion of the unconscious into conscious (and vice versa). That is, how the emotional tone present in the unconscious will guide their conscious object choices will lead the subject to a positioning and identification before the sphere of sexuality.

Other issues refer to the continued development of a sexual identity, not the fixity of this structuring, for the conscious and unconscious relationship will always be dynamic; the non-exclusive appropriation of male and female attitudes and behavior; the development of a sexual identity that encompasses both social and historical aspects, as well as the constituent elements of the subject's consciousness and unconscious (Higher Psychological Functions and mediators); the revalidation of the sphere of pleasure, as a possibility for directing the emotional aspects or, still, the emotional tone; and the markings imposed by capitalist society before the development of sexual identities. This means considering that the dialectical presuppositions of contradiction and dynamicity allow us to work with the existence of a contradictory, multiple and pluri-determined reality that is evidenced in the relation between the subject and the object in the process of psychic development, guarded by the conscious and unconscious elements.

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# Contributions and Implications of the Cultural-Historical Theory in Teacher Educationfrom the Inclusive Education Perspective

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This research aims to investigate how the Vygotskyan conceptions, especially the studies on Defectology (Vygotsky, 1924/1997), can contribute to teachers education taking as a yardstick the perspective of inclusive education. Teacher education is a continuous process which requires a systematic and dialogic investigational effort, since the challenges posed by contemporaneity demand a new view on pedagogical practices (Ferreira, 2014). Within this context, this paper proposes a reflection upon teachers' practices concerning the development and teaching of children with disabilities, and the Vygostkyan Cultural-historical theory (1924/1997) will be used as the theoretical scope of this research.

This paper also aims to discuss the key aspects of the development of children with disabilities in the learning environment as well as the alteration of the teaching practice through the contact with theory and methodology, allowing the teacher to re-signify his/her work in order to meet the diverse needs of his/her students (Pietro, 2006). From the contributions of the Cultural-historical theory to education it is possible to highlight the studies on Defectology, which is understood in this research as the science which presupposes that the child whose development is somehow affected by a defect is not by any means less capable than his/her allegedly normal peers. Contrarily to what is supposed, this child just develops at a different pace (Vygostky, 1924/1997). Vygotsky claims that a disabled child shows a qualitative singularity in each stage of his/her development. Based on that the systematic study of the work *The Fundamentals of Defectology* licensed the emergence and organization of a new means of teaching which, deriving from theoretical constructs, contributing to a better understanding of the development, teaching and characteristics of a student who shows disabilities.

The work on Defectology has as its main objective finding a system of positive tasks which facilitate the development of the disabled student's capacities and also paves the way to a methodology that aims to comprehend the development of superior mental functions and the deviations utilized for the development of these functions (Vygotsky, 1991). In methodological terms, the present work uses as reference the critical research of collaboration (Magalhães, 2003) which is a research modality which simultaneously focuses on the development of teachers and researchers and which intends to build a collaborative locus

which entices teachers to reflect upon their own pedagogical practice, tackling expectations, impacts and reflections experienced by them (Fidalgo and Magalhães, 2010) via continuous teacher education. The scope of the present work demonstrates a promising path for the grasping and analysis of questions concerning the process of inclusive education and the role it plays in teachereducation taking into account the studies on Defectology, derived from the insights of the Vygotskyan Cultural-historical theory.

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# Becoming an English teacher: a sociocultural study of the inter-relationship among emotions, experiences and the (re)construction of professional identities

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## 1. Introduction and aims

Until recently, in Applied Linguistics (AL), talking about emotions in academic paper was something unthinkable. We live in a society that prioritizes the rational side of human being. As stated by Aragão (2011), although emotions are present in the classroom, we have minimal knowledge about the relationship between our culture and emotions, as well as "how these are formed and overlapped on our experiences in teaching and learning a new language" (p. 163-4). Our conception of teaching and learning, based on a Western tradition, did not take into account the emotions and, when considered, the emotional aspect tended to be treated as secondary and commonly pointed out as having negative effects on cognition, which has been seen as a major factor in understanding the process of teaching and learning a language (ARAGÃO, 2011).

Aiming to contribute to the studies that have been developed in the field of AL, this research intends to investigate the inter-relationship among the emotions and experiences lived by first-time teachers in an English extension course and the (re)production of professional identities. In order to achieve this goal, I intend to investigate the phenomenon through the lens of the Historical-Cultural Psychology and Sociocultural Theory (VYGOTSKY, 2010; 2004; TOASSA, 2011; MAGLIOLINO, 2011; GONZALEZ REY, 1999; LANE, 2005; 1999; MACHADO, FACCI & BARROCO, 2011; OLIVEIRA, 1992; CIAMPA, 1984; FREITAS, 2014; LASKY, 2005; MICOLLI, 2008).

This study is justified, initially, due to the importance of the study of the concepts proposed here, as well as due to the need of a joint investigation of them. This study aims to fill a gap regarding the relationship among experiences, emotions, and identities. Few studies have been carried out seeking to interrelate such concepts and to investigate the influence of one on the other (BARCELOS, 2009; MURPHEY & CARPENTER, 2008).

I also offer a practical justification. When proposing a discussion about the concepts in question, this study may contribute to a process of critical-reflexive education of teachers in the context of conducting the research. Since participants will discuss their experiences, emotions and identities, it will be easier to seek an understanding of how they affect the teacher's daily practice and decision-making process.

## 2. Methodology
### 2.1. Context and participants

This research (categorized as a qualitative one) has been developed in an extension course offered by a federal university. This course aims to provide foreign language teaching to the university and external communities at a modest price. In addition to providing quality language teaching to those who seek it, the course also works as a teacher education center. The classes are taught by teachers who are selected through an interview and a didactic test. Once selected, the teacher undergoes a pedagogical accompaniment before entering the classroom. This monitoring is carried out by a pedagogical coordinator.

The participants of this research are two first-time English teachers, who are also students of the third term of a Letters course.

### 2.2. Instruments of data collection

In this study, I will use as procedures and instruments for data generation narratives of experience, individual interviews, classroom observation and video recording of classes and stimulated recall sessions, and sessions of data analysis devolution.

**Table 01: Aims and instruments/procedures for data generation**

| Aims | Instruments of data collection |
|---|---|
| a) To study the professional identities of the participants. | Experience narratives, interviews, classroom observation and recording, stimulated recall sessions. |
| b) To investigate the experiences lived by English teachers in their first formal contact with the foreign language classroom; | Experience narratives, interviews, classroom observation and recording |
| c) To study the emotions experienced by the participants during their first period of teaching language classes; | Experience narratives, interviews, classroom observation and recording, stimulated recall sessions, member checking. |
| d) To analyze how the emotions experienced by the teachers can be inter-related to their experiences in the teaching process and to the (re)production of professional identities. | Experience narratives, interviews, classroom observation and recording, stimulated recall sessions, member checking. |

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# The development of the concept of labour.
# A psychogenetic study with children and
# adolescents from different social positions

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This research project is framed within the critical approach of the Piagetian constructivist research programme (Castorina, 2005). This approach implies a revision of the traditional conceptions of the classical Piagetian research programme in order to investigate the construction of knowledge in the social domain (Turiel, 1983, 2008). In this sense, Castorina (2008) postulates that the specificity of these knowledges makes necessary the abandonment of an epistemic subject abstracted from its social identity and from the socio-historic frame in which he is situated. The constructive individual activity of the subject does not necessarily mean accepting the passivity of the individual subject against the culture or the society or implies a cognitive development understood as a universal sequence of decontextualized ideas. The critical approach proposes the compatibility with other psychological theories that consider the dialectical relationship between individual and society, such as Vygotsky's Cultural-Historical psychology or Moscovici's Social Psychology (Castorina, 2012), and other social sciences, such as some trends within the Marxist Social Theory (Robles-López, 2014). These approaches help in the conceptualization of the social restrictions of the individual thought. The restrictions are the social conditions that enable and limit the individual conceptualization of the reality, for example the institutional practices that frame individual activity and the collective beliefs of the individual's group of belonging (Castorina et. al, 2010).

The development of specific domain knowledge has been researched within the Piagetian genetic psychology and different economic concepts where investigated (Webley, 2005). Nevertheless, there are few investigations regarding the concept of labour (Berti & Bombi, 1988; Delval, Díaz Barriga, Hinojosa & Daza, 2006) despite its importance in the understanding of the economic social reality. There are different interpretations about the path of development of the economic conceptions of the individuals. On one side, there is an interpretation of the development in which the subject goes through different general stages and its final stage is the adult understanding of the economy (Delval & Kohen, 2012). In this approach, the general logical aspects of knowledge are considered more relevant than other aspects. This is the *classical* view of the Piagetian research programme which considers as a subsidiary element the identification of the differences in the conceptions of

the children that depend on the social and cultural environment (Castorina, 2005). On the other side, the *critical* genetic psychology considers the importance of different social factors in the development of these conceptions, such as the participation in economic interactions and relationships (with peers or adults), the indirect sources of economic information (formal or informal instruction) and the collective beliefs (Faigenbaum, 2005a, 2005b). In this approach the cultural differences are also considered in the content of the explanations constructed by the children, given the different parts of the society (social classes) where the children belong.

The aim of this project is to answer the following questions: Which are the children's and adolescent's conceptions about labour? Is it possible to identify a psychogenetic path of development in the ideas of the children and the adolescents? Which are their central characteristics? Which are the cognitive processes involved in the construction of knowledge? How do the collective beliefs shared by their immediate environment (family) impacts in this development? Does this development vary depending on the social class and the educational situation of the subject?

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## The Effect of Learning Burnout on Academic Achievement: The Cross-Level Moderating Role of Culture Background

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We discussed the moderating effect of culture background on the relationship between individual learning burnout and academic achievement by means of multilevel meta analysis. Using PsycINFO, Web of Science and Google Scholar, we selected the papers about learning burnout and academic achievement with "boredom, bored, boring, burnout, learning, motivation, performance, achievement" as the key words. According to the inclusion criteria, the effective literature was selected, including 5 articles (7 studies) using Chinese samples and 18 English papers (21 studies) using American samples. A total of 28 studies were included in the Chinese and English literature (N = 19906). The results of multilevel analysis showed that there was a significant negative correlation between learning burnout and academic achievement ($r = -0.264$, $p < 0.001$). Moderating effect test showed that the culture background had cross-level moderating effect on learning burnout and academic performance ($t = 2.340$, $p = 0.027$): Under Chinese cultural background, the relationship between learning burnout and academic achievement is weaker than that in the west culture background.

Keywords: learning burnout; academic achievement; culture difference; meta-analysis.

**Future research project in summer school:**

1. Discuss and determine the specific content of cultural differences and mechanism.
2. Whether the influence of culture on individual motivation and performance could be further expanded, which is in accordance with previous theories.
3. Seek advice and opinions from others in communication.
4. Design experiments to verify the hypothesis.

# The tree of cultural-historical psychology

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At the moment, there is no single global systematics of development and members of Cultural and Historical Psychology in the literature. The presence of such a systematics can facilitate understanding of the ideas about the approach.

The project "The Tree of Cultural and Historical Psychology" is a systematics: it will reflect the main members of the approach, the main ideas and theses. Also in this scheme will be shown the development of Vygotsky's concepts in modern concepts.

B.D. Elkonin believes that by 2015 the fifth generation of supporters of cultural and historical psychology is already working. Now there are a lot of urgent issues that need to be discussed.

Cultural and historical psychology includes such branches as pathopsychology, neuropsychology, clinical psychology, age psychology, psychology of art, pedagogical psychology, child psychology, psychology of emotions, psycholinguistics, etc. Each branch has its own "branch" in our tree.

An important property of any theory is the possibility of its application, scientific and practical exchange with foreign colleagues, the creation of a single conceptual apparatus, and further development. Many concepts in English translation lose their special sounding and meaning, and one of the tasks is the clarification of terms and their meaning.

The main sources of information for the Tree are the interviews of the followers of Vygotsky. At the moment we have an interview with Rubtsov V.V., Kholmogorova A.B., Tolstykh N.N., Smirnova E.O., Phillipova E.V., Lubovsky V.I., Zaretsky V.K.

In the interview, we try to reflect the personal history of the interviewee and his opinion on the development of the cultural and historical approach. We also learn what concepts this person took from Vygotsky's theory and how he develops in his work.

We also want to find sources on which Vygotsky himself relied in the creation of his concept. At the moment, opinions on this issue vary.

At the end of the study, the material will be presented in the form of a tree diagram and a collection of interviews.

The theoretical and methodological basis of this study is primarily the work of domestic psychologists (L.I. Antsyferova, A.G. Asmolov, L.S. Vygotsky, A.N. Zhdan, V.K.Zaretsky, V.P. Zinchenko, V.A. Koltsova, A.A. Leontiev, A.N. Leontiev, T.D. Marcinkovskaya, A.V. Petrovsky, V.A. Petrovsky, A.A. Bubble, S.L. Rubinstein, B.M. Teplov, G.G. Shpet, D.B. El'konin, A.V. Yurevich, M.G. Yaroshevsky).

## Using cultural-historical activity theory to explore trauma among refugee populations in Europe

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Europe is living through a refugee crisis of historic proportions which has now become one of the continent's defining challenges of the early 21st century. Not least among the difficulties are the public health challenges of the multiple traumas faced by this population which constitute severe threats to human, social, cultural, and community development. The psychological impact of atrocities endured by refugees and asylum seekers populations is clear, with the literature reporting significantly high prevalence rates of post-traumatic stress disorder (PTSD) among this population (Lambert & Al-hassoon, 2015). However, there have been significant concerns raised in the literature over the relevance and cross-cultural validity of PTSD as a diagnostic construct, which highlight the need for a more nuanced, contextualised and 'decolonized' understanding of trauma as being significantly determined by larger cultural systems and historic contexts (Daiute & Lucić, 2010; Wilson, Wilson, & Drozdek, 2004)

As noted by Roth and Lee (Roth & Lee, 2007), the analytic challenges raised by Vygotsky regarding the "atomistic and functional modes of analysis … [that] treated psychic processes in isolation" (p.1, as cited by Roth and Lee, 2007) remain unresolved. Indeed, one of the principal contributions of the Vygotsky-Luria project is the establishment of a "new psychology" – a 'decolonized' way of understanding human thought and activity which takes into consideration the inseparable unity of mind, brain and culture in concrete socio-historical settings (Toomela, 2014). Therefore, consistent with major Vygotskian principles of interactive individual–societal development via the creation of meaning in everyday activities (Daiute & Lucić, 2010), this thesis explores the results of a qualitative investigation into experiences of trauma among refugees and asylum seekers. The study incorporates various units of analyses including historicity and context as well as social and material environments in an attempt to go beyond an 'atomistic' or individualised framing of psychological difficulties – a particularly relevant consideration for understanding trauma among refugees and asylum seekers in light of the multiple and arguably ongoing environmental stressors with which they are faced as they negotiate material ecologies which both enable and constrain their human activity. It thus offers a subjective analysis of trauma among migrants which takes into account historicity, context, and various levels of analytic scale from within a socio-cultural and historical perspective.

In the summer school, I would like to explore the results of the first two phases of this research project which consisted of a 2 month intervention in July-August 2016 and a 2 week follow-up in January 2017 with NGOs addressing the refugee crisis in Athens, Greece. This intervention included both participant observation and qualitative, in-depth interviews among staff and beneficiaries. Based on principles of 'action research' (Reason & Torbert, 2001), the methodology was designed both with regards to the collection of data for research as well as for its potential for transformative action for participants. As such, the design allowed for collaboration with team members of the involved NGOs, local refugee communities and individual beneficiaries, including those diagnosed with PTSD, in order to forge a more direct link between intellectual knowledge and moment-to-moment personal and social action as well as for an analysis of institutional frameworks.

30 health professionals working in the humanitarian sector were interviewed concerning their experiences and understanding of trauma among the refugee population. 10 individual participants were interviewed multiple times during the course of the intervention – they are all victims of torture in their respective countries of origin who subsequently sought psychological and medical attention from NGO clinics in Athens, Greece. 20 refugee community leaders were interviewed in order to broaden our exploration into the multiple traumas to which refugee communities are exposed, and some subjective understandings of 'PTSD' as a diagnosis among this population (Schick et al., 2016). Interviewing health professionals, individuals as well as community leaders represents an attempt to gain a deeper understanding of life trajectories, dynamic processes, interactions and the continual development and change in psychological symptoms; an exploration which equally incorporates a focus on the ever-changing cultural and social systems which determine the various forms of individual subjective experience of psychological difficulties (Ratcliff & Rossi, 2015)

The results of these interviews will be analysed through the lens of activity theory, recently defined by O'Connor as 'a family of approaches to understanding human mental functioning and action that focuses on how culture, history and social interactions shape individual consciousness' (p. 1), with a focus on the various levels in which to make sense of human mental functioning: phylogeny (the history of the species), the cultural history of the social group, ontogenesis (the personal history of the individual), and micro-genesis (a microhistory of specific events in the life of the individual, including traumatic events). Therefore, in examining trauma among refugees, the focus is on ever-changing cultural and social systems which are in continual interaction with the various forms of an individual subjective experience of mental illness. Furthermore, the individuals interviewed are seen as being deeply embedded in complex and dynamic activity systems in which resources are exchanged - wherein they are both capable of negotiating and influencing this

system as well as being influenced themselves by the system. I also explore the dynamics of multiple tensions and internal conflicts faced by these individuals in this particular developmental phase of their life trajectories.

As such, this research project aims to draw on a socio-cultural framework which focuses on the intersubjective, mediational space between the individual and culture-society-interaction (O'Connor, 2015); going beyond reductionist labels such as 'refugee' or 'PTSD' in order to try account for the experience of humans in time and in particular social and cultural environments (Zittoun, 2012). The results aim to highlight the heterogeneous, fluid and dynamic nature of individual subjectivities and the multitude of socio-culturally determined discourses which may be drawn upon to make sense of life experiences bringing 'profoundly into question not only the universality of knowledge from one domain to another, but the universal translatability of knowledge from one culture to another (Bruner, 1991) (p. 2).

In engaging in such an exploration, I aim to learn from practices and research traditions of ISCAR to enrich an understandings of 'historical trauma' (Gone, 2013) or collective, cultural, and identity-related trauma among refugee and asylum seeking populations, with an emphasis on the social location of human subjects and a recognition that trauma responses may carry a sense of group burden and collective suffering beyond symptomatic individuals. Learning about the impact of dislocation, trauma and loss, of political persecution and human malevolence, and social systems involving abuse, neglect, and ethnic and cultural rejection is crucial to understanding the social and historical perspectives of trauma (Wilson et al., 2004).

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# The phenomenon of spontaneous formation of the foundations of theoretical thinking as an indicator of the development of high intellectual abilities in primary school pupils

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One of the tasks of modern school education is the formation of students' academic knowledge, formulated in the form of scientific concepts. The native psychologist V.V. Davydov noted, that from the very beginning of schooling, children «encounter the previously systematized and generalized experience of other people, reflected in textbooks and in purposeful explanations of the teacher, that is, in a "theory"» [4. C. 24]. According to V.V. Davydov, theoretical (scientific) thinking is a «reasonable thinking, internally connected with the study of the nature of its own basis - with the study of concepts» [5. C. 62] and subject to the specific organization of learning, based on the theory of meaningful generalization [7], there is the possibility of students developing an initial level of theoretical thinking already in the junior classes of general schools [5].

Sometimes pupils of primary classes show the ability to enter the initial level of theoretical thinking without the organization of special education, in the course of working on school tasks or in the process of assimilating educational material. We assume that the phenomenon of the spontaneous formation of the foundations of theoretical thinking in the primary classes is in itself is a predictor of the high academic achievements of students, both in a situation of pronounced intellectual abilities and in the case of an unmanifested, potential intellectual giftedness.

The aim of our study was to determine the connection between the phenomenon of spontaneous formation of the foundations of the theoretical way of thinking and the level of development of intellectual abilities.

As methods for diagnosing the theoretical level of thinking, we used:
- Tasks for diagnostics of theoretical thinking on non-subject material. The series «Difference», «Games in 3» and «Postman». (The author is A.Z. Zack [6]).
- «The method for the subject diagnosis of the fundamentals of theoretical thinking of junior schoolchildren on the material of the topic of adding multivalued numbers with a transition through the discharge» (hereinafter «Digit number») and «The method with incomplete data in the content of the conditions of the problem» (hereinafter «Tower») (author of both methods. V.A. Gurujapov) [1, 2].

To diagnose the level of development of intelligence we used:
- Test «Standard progressive matrices plus Raven» (hereinafter Raven's «SPM+») (The author is J.K. Raven) [8].

Our sample was made by students from the 1st to 4th grades of the Moscow Gymnasium №1514 (270 pupils).

It is important to note that training in the elementary classes of Gymnasium №1514 is aimed at the development of abstract-logical thinking, but special training in the basics of the theoretical way of thinking in the system of developmental learning by D.B. Elkonin - V.V. Davydov is not held.

According to the diagnostic methods, we analyzed the connection between the current level of development of the intellect and the degree of formation of the initial level of theoretical thinking among the students in the 1st and 4th grades.

The data of the correlation analysis (the Pearson correlation coefficient was used) are presented in Table 1.

**Table 1.**

**Analysis of the correlation between the number of correctly solved problems on theoretical thinking and test results of Raven's standard progressive matrices plus**

| TEST METHODS | Gymnasium №1514 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 class | | 2 class | | 3 class | | 4 class | |
| | r | α | r | α | r | α | r | α |
| The tasks of the series «Differences», «Games in 3», «Postman» and the results of the Raven's «SPM+» test | 0,287 | 0,01 | 0,333 | 0,01 | 0,341 | 0,01 | 0,424 | 0,01 |
| The tasks of the series «Digit number» and the results of the Raven's «SPM+» test | | | no significant correlation | | no significant correlation | | 0,348 | 0,01 |
| Total students (N) | 81 | | 67 | | 63 | | 59 | |

Based on the results of the diagnosis, we identified pupils with the high level of development of the foundations of theoretical thinking. Further, from this group of students we identified those who, according to the Raven's SPM+ test, were at the first and second levels of development of intellectual abilities (Table 2).

**Table 2.**

## Data on the number of students with
## a high level of solving problems on theoretical
## thinking and I-II levels in the SPM + Raven test

| School | Gymnasium №1514 | | |
|---|---|---|---|
| **Classes** | **1** | **2** | **3** |
| Number of students with a high level of solving tasks on theoretical thinking on non-subject material. | 12 | 40 | 48 |
| Number of students with a high level of solving tasks on theoretical thinking on non-subject material and I-II levels of intelligence using the Raven's «SPM+» test. | 7 | 24 | 27 |
| | 58% | 60% | 56,3% |
| Number of students with a high level of solving tasks on theoretical thinking on subject material (task «Tower»). | 11 | 22 | 41 |
| Number of students with a high level of solving tasks on theoretical thinking on subject material (task «Tower») and I-II levels of intelligence using the Raven's «SPM+» test. | 5 | 12 | 21 |
| | 45,5% | 54,5% | 51,2% |
| Total students (N) | 80 | 67 | 63 |

The obtained results show that, in general, pupils with a high level of development of the foundations of theoretical thinking in more than half of the cases will also have a high level of development of common intellectual abilities.

On the basis of the results of the study, it can be concluded that the spontaneous formation of the foundations of theoretical thinking among primary school students without special training largely determines the development of a high level of general intellectual abilities. At the same time, there is a need for further research aimed at revealing the specific influence of specific factors on the formation of the foundations of theoretical thinking among pupils in primary classes. To such factors, in our opinion, in the first place are: the features of the curriculum (lessons on extended and enriched programs) and the pedagogical style of conducting training sessions.

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