

THEORETICAL STUDIES

Research Article

<https://doi.org/10.11621/LPJ-24-40>

UDC 159.9.019, 159.922

Experience and “Ideal Form” Within the Social Situation of Development

Olga A. Karabanova ✉

Lomonosov Moscow State University, Moscow, Russian Federation

✉ okarabanova@mail.ru

Abstract

Background. The study of L.S. Vygotsky’s scientific heritage enables the clarification of the theoretical basis for the role of the social environment in children’s mental development and the key regularities of children’s mental development at varying ages and stages of development in the context of transitivity and the social uncertainty of modern society.

Objectives. The currently article analyses the significance of the social situation of development as an alternative to the understanding of the environment as a factor of development in L.S. Vygotsky’s doctrine of the structure and dynamics of psychological age.

Results. Experience is the indivisible “unit” of the social situation of development as a dynamic unity of personality and environment in the form of age-specific attitude. The experience acts as an integration of affective and intellectual components and acquires features of awareness and meaningfulness as the child’s thinking develops. The social environment contains ideal forms as a standard of historically developed human properties and abilities, determining the greatest originality of the child’s developmental path — the future is already represented in the present and sets the vector for development. The ideal form embodies the age-specific normative content of the developmental potential of higher mental functions at each age stage, being appropriated in the course of cooperation. Experience determines the individual trajectory and the result of development. A comparative analysis of the crises of three and seven years convincingly proves the change in the type of experience: from the child’s singling out of relations and himself as the subject of these relations to the singling out of experiences, their differentiation and realisation of the attitude to Self. The social situation of development determines the boundaries for the zone of the child’s proximal development (ZPD).

Conclusions. Experience realises the child’s active position in relation to the world through the prism of age characteristics. Transformation of the social situation

of development, according to L.S. Vygotsky, occurs in the form of changes in the types and methods of experiencing in connection with the development of the motivation and need during the period of age-related developmental crises.

Keywords: social situation of child development, experience, environment, ideal form, zone of proximal development (ZPD)

For citation: Karabanova, O.A. (2024). Experience and “ideal form” within the social situation of development. *Lomonosov Psychology Journal*, 47(4), 48–62. <https://doi.org/10.11621/LPJ-24-40>

Introduction

In the cultural-historical concept of L.S. Vygotsky, it is difficult to find a concept that has been more often quoted and has more inexhaustible heuristic potential than the “social situation of development”. This concept continues to pose new questions to the researcher, giving rise to a need for reflection, debate and discussion. The concept was proposed by L.S. Vygotsky in his doctrine of the structure and dynamics of psychological age in its significance for understanding the specifics and patterns of children’s mental development. The purpose of the current article is to analyse the structure and dynamics of this concept.

The social situation of development is a fundamental, theoretical, system-forming concept that reveals the nature of psychological age, the conditions of genesis, personal and cognitive development of the child, and the psychological mechanisms of the formation and development of the specifically human psyche. For L.S. Vygotsky, the study of the environment as a determinant of development acted as a study of *the role of the environment in children’s mental development*. The social situation of development reveals the dynamic unity of the environment and the individual during development, acting as an alternative to the “heredity — environment” dichotomy in understanding the driving forces in the development of the child. It determines the psychological mechanism for implementing the function of the social environment as a source of development and establishes the role of the “ideal form” in the development of the child and the formation of higher mental functions as specifically human forms of the psyche. It also allows us to identify the essential psychological conditions that determine the “breadth” of the child’s zone of proximal development (ZPD).

Research results

1. *Environment as a dynamic and relative formation*

In the work “Lectures on Paedology”, L.S. Vygotsky dwells in detail on the fundamental difference in understanding the role of the environment as a stimulus in behaviourism and in cultural-historical psychology (Vygotsky, 2001). L.S. Vygotsky criticizes the idea of immutability, constancy, and *absoluteness* of the environment in the life and development of a child. In his opinion, it is necessary to distinguish between absolute and relative characteristics of the environment — “to approach the environment ... not with an absolute, but with a relative standard” (ibid., p. 71). The problem is that the objective qualities and properties of the environment, which seem to remain constant for a long time, determine the development of the child, depending on what kind of relationship forms between the child and its environment at a given age. In other words, only relative characteristics determining *children’s relationship with the environment* reveal the dynamic unity of children and the environment, in which they enter into various relationships with the environment: interaction, discovery, learning, exploring, transforming and creating both the environment and themselves. Moreover, due to the children’s activity, even “...the same environment in its absolute terms is something completely different for a one-year-old child, 3 years old, etc.” (ibid., p. 212).

L.S. Vygotsky offers a new understanding of the object of development. It is not an individual, but a child in the unity of social relations. The role of the environment in the development of a child is necessarily realised through the child’s attitude to individual aspects of the environment and the meaning attached to them through the child’s active position in relation to the environment. L.S. Vygotsky emphasizes that the significance of each element of the environment in development is not determined by the content of this element, but by the “relation by which this element stands to the child” (ibid., p. 42). This position was later developed by D.B. Elkonin in his definition of one of the characteristics of leading activity, namely the provision that leading activity connects the child with those elements of environment that play a leading role in development and in relation to which the child has a special sensitivity and selectivity in his environment (Elkonin, 1989). The child’s activity, determined by his place in the system of social relations, his social position, expressing an active and effective attitude towards the environment, is the connecting link between the individual and the environment, determining the “dynamic and relative

understanding of the environment” (Vygotsky, 2001, p. 88), and its significance in development.

Objecting to the view of the environment as the absolute and unchanging environment of the child, L.S. Vygotsky identifies several patterns of changes in the environment as age develops.

Firstly, there is an expansion of the environment as a space for the child’s cognition and transformation of the world. From a world centred on the child’s own sensations and processes, the child moves to the “world at a distance”, discovering it for himself and mastering new areas. However, it is not enough to consider only the expansion of the environment as a spatial characteristic — such expansion creates a fundamentally new area of significant relationships that opens up potential opportunities for the development of the child. This idea of L.S. Vygotsky’s can be found today in various theories on children’s mental development. For example, it is in agreement with E. Erikson’s position on expansion of the radius of significant relationships of the child in the course of development (Erikson, 2021), and W. Bronfenbrenner’s structural ecological model of the ontogenetic development of the child (Bronfenbrenner, 1998), which argues that the child’s mastery of new microsystems and the expansion of interaction with various social environments is subsequently transformed into mesosystems that unite a number of microsystems and thereby expand the environmental space of development.

Secondly, at each age stage, a new developmental educational environment arises, purposefully constructed by society, reflecting the characteristics of historical time and socio-cultural conditions — “... each age has its own environment, organized in a certain way for the child...” (Vygotsky, 2001, p. 72).

And thirdly, the development of the child himself leads to the fact that, while remaining constant in its absolute characteristics, the environment changes for the child, reflecting the new cognitive capabilities and acquisitions in development, the growth of personal potential, changing the child’s attitude towards the environment. L.S. Vygotsky argues that “...even when the environment remains little changed, the very fact that the child changes in the process of development leads to the fact that the role and meaning of these environmental moments, which seem to remain unchanged, change. One and the same environmental situation or event in the environment of different people, at different age stages, has a different impact on their development (ibid., p. 74). At the same time, “not only the child changes, the attitude of the environment towards him changes, and the same environment begins to influence the child himself in a new way”.

This dynamic and relative understanding of the environment is the most important thing from which to draw when talking about the environment in paedology” (ibid., p. 88). The last statement about changing the attitude of the environment towards the child seems extremely important. This implies that a qualitatively new level of development changes not only the child himself, but also his position in the social world, and, accordingly, the system of expectations and requirements and tasks that society in the form of parents, family, kindergarten, schools sets for him.

Categorically objecting to the understanding of the environment as the setting for a child’s development, L.S. Vygotsky offers an alternative concept: the “social situation of development”. The social situation of development is “...**a completely genuine, specific for a given age, exclusive, unique and unrepeatable relationship between a child and the surrounding reality, primarily social**” (Vygotsky, 2000, p. 903, emphasis mine — O.K.). The importance of the social situation of development is difficult to overestimate. It is precisely what, according to L.S. Vygotsky, determines the entire way of life of a child, his social existence, the peculiarities of his consciousness, representing the starting point for all dynamic transformations of age, the basis of the child’s mental development. The social situation of development during the development of the child disintegrates and undergoes a radical restructuring, reflecting the contradiction between the achievements in the child’s development and his previous social position, methods of social cooperation, and the previous system of expectations and demands from the social environment. The transformation of the social situation of development is carried out during age-related developmental crises, defining new tasks and the vector of the child’s mental development.

L.S. Vygotsky considered experience as an indivisible “unit” of personality characteristics and situational characteristics, embodying the relationship between the individual and the environment in development and realizing the child’s active position in relation to the world. Experience as “the internal attitude of a child as a person to a particular moment of reality” (ibid., p. 994) determines exactly what influence this or that characteristic of the environment has on the child’s development. In other words, “the environment determines the child’s development through the experience of the environment... the attitude of the child to the environment and the environment to the child is given through the experience and activity of the child himself; environmental forces acquire guiding significance through the child’s experiences” (ibid., p. 995).

Due to the psychological complexity of the phenomenon being studied, L.S. Vygotsky does not limit experience to the emotional modality.

Experience acts as a unity of two sides of the psyche — the affective, the need and motivation, which determines the emotional colouring of the experience, and the intellectual, the symbolic and semantic, which determines the meaning of a particular event or situation for the child. In psychological content, experience embodies the principle of the unity of affect and intellect, and thanks to the generalisation of affect, it determines the meaning of the child’s actual relationship with the social environment and the awareness of this meaning, giving rise to a world of internal experiences. It is this unity that, according to L.S. Vygotsky, is a special “...prism that determines the role and influence of the environment on the development... of the child’s character, on the child’s psychological development...” (Vygotsky, 2001, p. 75). The intellectual component of experience, features of children’s thinking and the ability to generalise, are especially significant in determining the nature of the experience, and their significance increases with the age of the child and the development of the ability to understand and comprehend events. L.S. Vygotsky emphasizes that due to the significance of the experience, the result of the influence of the environment on the child’s development will be determined by the degree of understanding, awareness, and comprehension of what is happening in the environment. “If children perceive differently, it means that the same event will have a completely different meaning for each child... children at different stages of development generalise and comprehend differently the surrounding reality and environment. Consequently, “the very development of children’s thinking, the very development of children’s generalisation is also associated with the influence of the environment on the child...” (ibid., pp. 77–78). In the cultural-historical theory of a child’s mental development, the identification of experience as a “unit” of the dynamic unity of the social situation of development, as a kind of generalisation of the child’s affective experience, seems important and necessary. After all, the path to arbitrariness of behaviour and the formation of the entire system of higher mental functions occurs by the generalisation of meanings and awareness of them. To be arbitrary means to be free from environmental influences, taking a position of independence from external factors in choosing one’s own line of development. Pointing out the importance of understanding an event as a decisive condition for a child’s experience of it, as opposed to the objective characteristics of the event itself, becomes an explanation for the well-known phenomenon of *multifinality* of development, which consists in the fact that the same event can lead to directly opposite results. The resilience and vulnerability of a child in

relation to stressors is also fundamentally associated with the processes of awareness and comprehension of traumatic influences. Thus, a child's experience of life turns out to be inextricably linked with the development of thinking in the context of the formation of higher mental functions and the mediation of emotional processes by social signs and their meaning. The task of psychological research is to understand the specifics of the relationship between the two components of experience as a “unit” of the social situation of development at various stages of age development and the representation and interaction of objective and personal principles (Smirnova, 2022) in the nature and content of the experience. The dual nature of experience as integrity and unity, but not parallelism or simple interaction of two lines of development, received a new explanation in the hypothesis by D.B. Elkonin regarding the spiral development of the motivational-need and operational-technical (cognitive) spheres in the ontogenesis of periodisation of the child's mental development (Elkonin, 1971).

L.S. Vygotsky mentions orientation as one of the functions of experiencing using the term “biosocial orientation” (Vygotsky, 2001, p. 213), aimed at finding out what exactly a particular moment in the environment means for the individual, which determines the effect of its impact on development. Based on the concept by P.Ya. Galperin of orientation-research activity as a subject matter of psychological science (Galperin, 2002) and the theoretical provisions of L.F. Obukhova regarding the patterns of child development in ontogenesis (Obukhova, 2006), it can be assumed that experience as a “unit” of a social situation of development is, in fact, a special specific form of orienting activity, relatively free from the executive part of the action, i.e. external behaviour, integrating the personal and objective principles of the child's activity and expressing the child's internal position as a fusion of affective-need and operational-technical components of activity (Elkonin, 1971).

Another non-trivial function of experience is the resolution of age-related crises through the transformation of age-related ways of experiencing. According to L.S. Vygotsky, age-related crises act, first of all, as a restructuring of the old social situation of development, which constrains the progressive development of the child due to the emergence of a contradiction between the previous social situation of development as a system of social relations and age-related psychological new formations: “... with the internal restructuring of the child that is taking place, the crisis passes through the axis of social relations” (Vygotsky, 2001, p. 208). L.S. Vygotsky writes that “... the essence of any crisis is a restructuring of

internal experience, which, apparently, is rooted in a change in the main point that determines the child's attitude to the environment, namely in a change in the needs and motivations that drive the child's behaviour... the restructuring of needs and motivations, the reassessment of values is the main point in the transition from age to age” (ibid., p. 218).

The psychological mechanism of the age crisis as a restructuring of the social situation of development is a change in the basic types and ways of experiencing the child's social relationships in connection with the restructuring of the child's motivation, need, and value-semantic systems. L.S. Vygotsky (2001) explains this point using the example of a comparative analysis of two well-known crises — the crisis of 3 years and 7 years. The crisis of 3 years is a crisis in which the child discovers his relationships with other people, in which he himself is their active builder. The seven-star pattern of symptoms of the 3-year-old crisis indicates that the child discovers that he “... can produce such relationships in relation to others” (ibid., p. 225), and actively explores them through his purposeful opposition to an adult. At the end of this crisis, there is a natural transition to role play, recognised as the leading activity of preschool age as a symbolic-modelling activity aimed at exploring social and interpersonal relationships, testing them through the adoption of roles and playing out game actions in accordance with the social regulations of these roles. That is, the discovery of relationships is followed by orientation in these relationships and their exploration.

The 7-year-old crisis is associated with the child's discovery of the fact of his experiences, which is due to the development of the semantic structure of experiences, allowing the child to outline, identify and understand their meaning. The way of experiencing changes — with the emergence of meaning, for the first time, a generalisation of experiences occurs, the logic of feelings is built, and thereby the basis for the formation of new connections of experiences and a focus on creating new relationships is created. “Meaningful orientation in one's own experiences” (ibid., p. 231) not only gives rise to an internal struggle of experiences, but also creates the possibility of differentiating the external from the internal and highlighting the Self as the subject of these experiences. Generalisation of relationships creates the basis for the formation of a child's self-esteem and understanding of his own value. Thus, the result of the crisis of 7 years is the genesis and crystallization of a new attitude towards the Self, which determines the vector of personality development. “The child's social attitude towards others and the affirmation of a certain tendency that has arisen in relation to himself, his “I”, is the main motive of behaviour (ibid., p. 222). In the

studies of L.I. Bozhovich, this tendency finds expression in the formation of a new psychological formation during preschool age — the child’s internal position as a system of internal factors, primarily a system of needs and motives, refracting and mediating the influence of the environment and acting as a direct driving force for the development of new mental qualities in the child (Bozhovich, 2008). The child’s internal position determines the attitude towards objective social position, which he occupies or would like to occupy, and expresses the child’s active attitude towards social reality. An actual change in the child’s social position, for example, the transition to the role of a student at the beginning of schooling, is not enough to change the direction and content of development; it is necessary that this new position be comprehended and accepted by the child himself. The internal position marks a turning point in the development of the individual and allows us to state a transition to a new level of subjectivity as the actual authorship of one’s own development trajectory, with the limitation of purposeful planning of the development scenario by the child himself. This allows us to assert that L.S. Vygotsky views age-related crises not only as a restructuring of the social situation of development, i.e. a restructuring of the child’s social relationships with people around him, but also as a restructuring of the child’s attitude towards himself. In a crisis, a new content of the child’s orientation activity arises in the form of search, research, testing a new attitude towards the Self. The basis for changing social relations is a change in attitude towards oneself, which paves the way to self-determination of development in the existing system of cooperation and interaction with other people through testing the ideal form (Elkonin, 1994; Polivanova, 2000). L.S. Vygotsky interprets the dynamic unity of the social situation of development as a cycle, including a movement from “the social existence of the child to the new structure of his consciousness” (Vygotsky, 2001, p. 189) and then, on the basis of “the changed structure of consciousness to the restructuring of his existence” (ibid.). The idea of self-determination of development, based on the child’s activity, guided by his internal position, even if not according to the letter, not according to the definition given by L.S. Vygotsky, but in the spirit of the author’s concept, according to the fact that the child’s *attitude* to the environment constitutes the essence of the social situation of development, is present in the works of L.S. Vygotsky in the statement that the child himself creates his own being: “... a child who has changed the structure of his personality is already a different child, whose social being cannot but differ in the most significant way from the being of a child of an earlier age” (ibid.).

2. Social environment as a source of development. The role of the “ideal form” in the development of the child and the formation of higher mental functions

L.S. Vygotsky saw the specifics of the human psyche in the social nature of human existence, in the fact that man, being a social being, has those properties and abilities that developed during the historical development of society, primarily consciousness and higher mental functions. Their development is impossible outside society, outside interaction with the social environment. Higher mental functions, according to L.S. Vygotsky, are not given from birth, but are given as the “ideal form” of a person’s higher generic abilities (Vygotsky, 1983; 2000). The formation of higher mental functions occurs in the process of a child’s mastering “forms of activity and consciousness that were developed by humanity in the process of historical development” (Vygotsky, 2001, p. 88). The environment becomes a source of development since it contains “developed forms” of mental functions and “acts in relation to the development of higher human-specific properties and forms of activity as a source of development... in the sense that these historically developed properties and characteristics of a person exist in the environment...” (ibid.).

The qualitative uniqueness of the nature of the human psyche determines the special path of its development. The uniqueness of child development, in contrast to other types of development, lies in the fact that the Future is already existing in the Present, although the Future itself has not yet arrived. The Future of development is set through ideal forms. “Ideal” in this context means reference forms — examples of the final form of development. “The greatest feature of child development is that this development occurs ... when the ideal form, the final form, the one that should appear at the end of development, not only exists in the environment and comes into contact with the child from the very beginning, but it ... actually influences the primary form, ... [as] something that should take shape at the very end of development” (ibid.). This understanding of the path of development of a person’s psychological abilities presupposes the purposeful construction of the human psyche through the child’s appropriation of ideal forms, which to a certain extent brings the position of the cultural-historical approach closer to the position of social constructionism. If for one reason or another there is no ideal form in the social environment, we observe an impaired nature and disturbances in the development of higher functions. L.S. Vygotsky emphasizes that “in those cases when, due to certain external or internal reasons, the interaction between the final form existing in the

environment and the initial form mastered by the child is disrupted... the child's development becomes extremely limited and [there is] more or less complete underdevelopment of the corresponding forms of activity, the corresponding properties in the child” (ibid., p. 87).

The ideal forms are those “forms of activity and consciousness that were developed by humanity in the process of historical development” (ibid., p. 88). They are social in nature and must be appropriated by the child during development, which gives L.S. Vygotsky the basis for saying that the environment is the source of the child's social development. The social environment that a child inherits by the time he begins his journey already contains an ideal form, i.e. the model is the final form of development to which the child should come as a result of the age stage, which, once mastered, will constitute his “internal property” (ibid.). The assignment of ideal forms is a key mechanism for the development of the child's psyche. The ideal, standard result of development is set in the environment from the very beginning of age-related development and in the course of development, the process of appropriation of what initially acts as a form of external interaction with the environment occurs; namely, as L.S. Vygotsky clarifies it, as any form of cooperation between a child and an adult, since “the development of the internal individual properties of a child's personality has its closest source in cooperation (understanding this word in the broadest sense) with other people” (ibid., p. 202).

The law of the development of higher mental functions, which reveals the mechanism of the human psyche and consciousness generation, “lies in the fact that the highest psychological functions of the child, the highest properties specific to a person, arise initially as forms of collective behaviour, as forms of cooperation with other people, and only subsequently do they become internal individual functions of the child himself” (ibid., p. 90). In joint activity with an adult, the genetically original form and structure of psychological abilities takes shape for the first time, and the formation and interiorization of new forms of mental activity occurs. A child acquires subjectivity as an integrative quality of personality in the system of social connections and relationships, in the process of entering and mastering the position in the “event community” as a form of joint activity of the child and social environment (Slobodchikov, Isaev, 2013). In modern psychology, the concept of “developmental educational environment” implies not only a subject-spatial environment, but also forms, methods and means of cooperation and communication, social relationships of the child with adults and peers significant for his development (Rubtsov et al., 2022; Yasvin, 2001; Smirnova, 2022). The social institution

of mediation, which sets the tasks, content, and forms of communication and cooperation of the child with adults and peers as carriers of ideal forms that must be appropriated by the child, provides conditions for the interaction between final ideal and initial forms, modelling the Future of development in the Present.

The significance of cooperation as a mechanism for the formation and development of consciousness and higher mental functions, specifically human properties and qualities, is revealed by L.S. Vygotsky in his doctrine of the zone of proximal development (ZPD), the theoretical significance of which goes far beyond the problem of the relationship between learning and development. Arguing that the future is present in the present through the ideal form, and the final form of development interacts with the primary forms of development at the very beginning, we inevitably come to the question of the ontological status of the ideal form and its interaction with the initial forms of mental functions. The concept of the zone of proximal development (ZPD) (Vygotsky, 1996) reveals the mechanism of such interaction. The ZPD, which defines the space of development within the boundaries from the actual to the potential level, includes the adult as the bearer of the ideal form and the child as the subject of the initial forms of development. The cooperation of a child with an adult, who reveals an ideal form to the child, the possibility of appropriating it through jointly shared activity in the process of problem solving, “is a special case of the interaction between ideal and initial forms, which we talked about above as one of the most general laws of social child development” (Vygotsky, 2001, pp. 203–204). The breadth of the ZPD is determined by L.S. Vygotsky’s term “maturing abilities” of the child, i.e. internal logic and the level of development of higher functions, and forms of cooperation and joint activity offered to the child by an adult or a more competent peer. The social situation of development, acting as the child’s relationship to the environment, determines the boundaries of the ZPD through the presentation by the social environment of the “ideal form” of development that needs to be mastered, through cooperation with carriers of the ideal form and the child’s acceptance of a new social position. The child’s activity is expressed in the regulation of cooperation with an adult and with a peer based on the formation of attitudes towards the proposed task, towards himself (self-esteem), towards a partner, social-role, and interpersonal interaction. These relationships determine the possibilities for realising the developmental potential of the ZPD in joint activities and the trajectory of the child’s individual development.

Summary

In the teachings of L.S. Vygotsky about the structure and dynamics of psychological age, the social situation of development is the central psychological mechanism that reveals the laws of the origin and development of the child's consciousness and determines activity as the main cause of development. The child's activity is revealed through the experience, the mediating influence and role of the environment in the child's development through the child's sensitivity, selectivity, and biased attitude towards the environment, which is expressed in his activities. “The environment determines the child's development through the experience of the environment... This relation of the child to the environment and of the environment to the child is given through the experience and activity of the child himself... the environmental forces acquire guiding meaning thanks to the child's experience” (Vygotsky, 2001, p. 213). The nature and method of experiencing allows us to clarify exactly what content of the developmental potential of the environment becomes the source of the child's development at a particular age stage. The ideal form sets the age-specific normative content of the development potential at each of the age stages, and the experience determines what the child will consider as a significant and meaningful moment of the environment, how this content will “move the soul” and what the result of development will be. The transition to a new age stage is determined by the genesis of new types and ways of experiencing, in which the processes of generalisation, awareness and comprehension play a leading role.

Conclusion

In modern developmental psychology, the transition in the study of development from a nomothetic to an ideographic approach, from the study of universal laws of development to the identification of diversity and variability of development is becoming increasingly recognised. This trend is also projected into the study of the social situation of child development, which is justified by social stratification and diversification of childhood. Several works (Kondrashkin, Kirillova, 2012; Yudina, Alekhina, 2021) have studied types of social development situations in relation to one psychological age. The possibilities and prospects for the transition from an age-psychological description of the social situation of development to the identification of various types of social situation of development for each age, conditioned by the characteristics of the socio-cultural situation of education, are shown. At the same time, the question regarding the criteria

for identifying types of social development situations and their connection with the typology of ontogenetic development remains open. It should be noted that experience as a “unit” of the social situation of development determines not only the normative age of development and age-psychological characteristics of the child, but also the individual development trajectory in the normative space. Thus, the system-forming nature of the concept of the “social development situation” uncovers the prospect of constructing a typology of individual development options. The scientific heritage of L.S. Vygotsky rightfully occupies a leading place in modern psychology in the study and understanding of the laws of age development, miraculously combining deep theoretical analysis with unsurpassed practical value. It will remain a source of new ideas for developing the traditions of the cultural-historical approach for many years.

References

- Bozhovich, L.I. (2008). *Personality and its formation in childhood*. St. Peterburg: Piter. (In Russ.)
- Bronfenbrenner, U. (1998). *The ecology of developmental processes*. Handbook of Child Psychology. New York: Wiley Publ.
- Elkonin, B.D. (1994). Introduction to the psychology of development (in the tradition of L.S. Vygotsky’s cultural-historical theory). Moscow: Trivola Publ. (In Russ.)
- Elkonin, D.B. (1971). To the Problem of Periodization of Mental Development in Childhood. *Voprosy Psikhologii*, (4), 6–20. (In Russ.)
- Elkonin, D.B. (1989). *Selected psychological works*. Moscow: Pedagogika Publ. (In Russ.)
- Erikson, E. (2021). *Childhood and society*. St. Peterburg: Piter Publ. (In Russ.)
- Galperin, P.Y. (2002). *Lectures on psychology*. Moscow: Book House “University”. (In Russ.)
- Kondrashkin, A.V., Kirillova, T.O. (2012). Social Situation of Development of a Modern Teenager in The Context of The Model of Socio-psychological Help in The Restorative Approach. *Psikhologicheskaya Nauka i Obrazovanie = Psychological Science and Education*, 4(4). URL: https://psyjournals.ru/journals/psyedu/archive/2012_n4/57076 (accessed: 09.02.2024). (In Russ.)
- Obukhova, L.F. (2006). *Age psychology: Textbook for universities*. Moscow: Higher Education Publ.; MSUPE Publ. (In Russ.)
- Polivanova, K.N. (2000). *Psychology of age crises*. Moscow: Academy Publ. (In Russ.)
- Rubtsov, V.V., Isaev, E.I., Konokotin, A.V. (2022). Learning Activity as a Zone of Nearest Development of Reflexive and Communicative Abilities of Children 6-10 Years Old. *Kul’turno-Istoricheskaya Psikhologiya = Cultural-Historical Psychology*, 18(1), 28–40. (In Russ.)

Slobodchikov, V.I., Isaev, E.I. (2013). Psychology of human development: Development of subjective reality in ontogenesis. Moscow: PSTSU Publ. (In Russ.)

Smirnova, E.O. (2022). The problem of communication between child and adult in the works of L.S. Vygotsky and M.I. Lisina. Moscow: Moscow Univ. Press. (In Russ.)

Vygotsky, L.S. (1983). History of the Development of Higher Mental Functions. Collected works: in 6 vol. Vol. 3. Moscow: Pedagogika Publ. (In Russ.)

Vygotsky, L.S. (1996). The Problem of Learning and Mental Development at School Age. *Psikhologicheskaya Nauka i Obrazovanie = Psychological Science and Education*, 4(1), 5–18 (In Russ.)

Vygotsky, L.S. (2000). The problem of age. Moscow: Eksmo-Press Publ. (In Russ.)

Vygotsky, L.S. (2001). Lectures on pedology. Izhevsk: Udmurt University. (In Russ.)

Yasvin, V.A. (2001). Educational environment: from modeling to designing. Moscow: Smysl Publ. (In Russ.)

Yudina, T.A., Alekhina, S.V. (2021). Age Dynamics of Social Situation of Development of Younger Schoolchildren in Conditions of Inclusive Education. *Kul'turno-Istoricheskaya Psikhologiya = Cultural-Historical Psychology*, 17(3), 135–142. (In Russ.)

ABOUT THE AUTHOR

Olga A. Karabanova, Dr. Sci. (Psychology), Professor, Head of the Department of Developmental Psychology, Faculty of Psychology, Lomonosov Moscow State University, Moscow, Russian Federation, okarabanova@mail.ru, <https://orcid.org/0000-0003-2637-4353>

Received: 19.02.2024; revised: 11.03.2024; accepted: 02.04.2024.