

Гуманитарные науки
Humanities & Social Sciences

Редакционный совет

академик РАН Е.А.Ваганов
академик РАН И.И.Гительзон
академик РАН А.Г.Дегерменджи
академик РАН В.Ф.Шабанов
чл.-к. РАН, д-р физ.-мат. наук
В.Л.Миронов
чл.-к. РАН, д-р техн. наук
Г.Л.Пашков
чл.-к. РАН, д-р физ.-мат. наук
В.В.Шайдуров
член-корр. РАН, д-р физ.-мат. наук
В.В. Зув

Editorial Advisory Board

Chairman:

Eugene A. Vaganov

Members:

Josef J. Gitelson
Vasily F. Shabanov
Andrey G. Degermendzhy
Valery L. Mironov
Gennady L. Pashkov
Vladimir V. Shaidurov
Vladimir V. Zuev

Editorial Board:

Editor-in-Chief:

Mikhail I. Gladyshev

Founding Editor:

Vladimir I. Kolmakov

Managing Editor:

Olga F. Alexandrova

Executive Editor

for Humanities & Social Sciences:

Natalia P. Koptseva

CONTENTS / СОДЕРЖАНИЕ

Boris D. Elkonin

Source and Driving Forces for Development

— 1525 —

Isak D. Froumin

Socio-Economic Development and the Next Generation: Five Transitions

— 1534 —

Vasily V. Davydov

Development Pedagogy and the Theory of Recapitulation

— 1542 —

Anatoly G. Kasprzhak

Pedagogy of Development: a View from 2012 to 2001

— 1549 —

Katerina N. Polivanova

Problems of Learning Motivation. The age Aspect

— 1560 —

Boris I. Khasan

Conflicts and Negotiations — Educational Content and Conditions for the Development

— 1570 —

Viktor A. Bolotov

Development Pedagogy — the Crisis of the Genre?

— 1583 —

Tatiana I. Ustus

The Ability to Study and Conflict Competence

— 1593 —

Компьютерная верстка **Е.В. Гревцовой**

Подписано в печать 23.11.2012 г. Формат 84х108/16. Усл. печ. л. 15,5.
Уч.-изд. л. 15,0. Бумага тип. Печать офсетная. Тираж 1000 экз. Заказ 10632.
Отпечатано в ПЦ БИК. 660041 Красноярск, пр. Свободный, 82а.

**Consulting Editors
for Humanities & Social Sciences:**

Gershon M. Breslavs
Sergey V. Deviatkin
Sergey A. Drobyshesky
Sergey M. Geraschenko
Oleg M. Gotlib
Boris I. Khasan
Igor E. Kim
Natalia V. Kovtun
Aleksandr A. Kronik
Pavel V. Mandryka
Boris V. Markov
Valentin G. Nemirovsky
Daniel V. Pivovarov
Andrey V. Smirnov
Viktor I. Suslov
Evgeniya V. Zander
Igor S. Pyzhev
Vladimir I. Suprun
Liudmila V. Kulikova
Olga G. Smolyaninova
Nicolai N. Petro
Dr. Suneel Kumar

*Свидетельство о регистрации СМИ
ПИ № ФС77-28-723 от 29.06.2007 г.*

Серия включена в «Перечень ведущих рецензируемых научных журналов и изданий, в которых должны быть опубликованы основные научные результаты диссертации на соискание ученой степени доктора и кандидата наук» (редакция 2010 г.)

Vladimir S. Sobkin and Kseniya N. Skobeltsina

Play Activity of Preschool Children: Joint Play with Parents,
Game Preferences and Favorite Toys

— 1602 —

Elena O. Smirnova

Methods of Moral Education in Various Pre-School Educational
Programmes

— 1617 —

Oksana S. Ostroverkh

Pedagogical Action in Educational Space of the Younger Pupils
Schooling Activities

— 1628 —

Larisa A. Novopashina

The Essence of Adolescence and its Designing in Educational
Environment

— 1639 —

Pavel A. Sergomanov and Natalia P. Vasilyeva

Institutional Mechanisms and Conditions for the Transition to
Independence and Responsibility. Adolescence as a Transition

— 1660 —

Kirill G. Mitrofanov,

Natalia P. Vasilyeva and Elena Yu. Kozyreva

Processes of Professionalization of Teachers as the Technology
of Education Quality Management

— 1671 —

Elena Y. Fedorenkon

Structure and Dynamics of Mental Health as a Developable
Resource

— 1685 —

Victor E. Pakhal'yan

Practical Psychologists' Training: Difficulties and Prospects

— 1694 —

Olga G. Smolyaninova,

Olga A. Imanova and Olga Y. Bugakova

Using E-Portfolio in Vocational Education and Training

— 1707 —

УДК 159.922.7

Source and Driving Forces for Development

Boris D. Elkonin*

*Institute of the Russian Academy of Education
the Laboratory of the Junior School Psychology of Psychological
4 build., 9 Mohovaya st., Moscow, 125009 Russia ¹*

Received 04.11.2011, received in revised form 11.11.2011, accepted 23.11.2012

Based on the classic for the Russian children's psychology attitudes about the contradiction of the ideal form and the level of somatic organization of a child, the idea about the causes of the development, as the question why when you reach certain key points of development, the process does not stop and does not turn into the functioning according to the already known schemes, but develops further, is researched and developed. It is alleged that the development of an action as the development of the world has two focusing and two completions. Firstly, the completion of the development in the construction of an individual action and, secondly, its completion in the construction of the combined, mutual action. The importance of realizing that mediacy – transferring samples – is not completed by the formation of the separate cultural skills, but finds its fullness by being included into the management of the nature of movement, finding its rhythm and measure – the step of development, is emphasized.

Keywords: activity, the source of activity, action, subjectivity, the model, the driving forces of development.

The original question

The subject of the driving forces is the key subject for all the classical theories and all the periodizations of ontogeny. In Soviet psychology the key thesis about driving force, the source and the conditions of development are presented in the book by D.B. Elkonin “Child Psychology”, published in 1960. These thesis concerns leading activity as the driving force of child's development, the environment – the medium of ideal forms (cultural norms) – as the source of development and the level of somatic organization of a child as a condition of development (Elkonin, 1960: p. 16 – 19).

Later, having developed a well-known periodization of ontogeny, D.B. Elkonin added his own ideas about the driving forces of development. He stated that the driving force of the deployment of activities, and, consequently, the driving force of development is the difference (inconsistency, contradiction) of motivational-semantic and operational-technical aspects of activity, in other words mismatch and the problematic relationship between the meaning and the mode of action (Elkonin, 1989: p. 490).

The thesis about the essential contradictions of the meaning and the mode of action requires clarification of the question about the driving

* Corresponding author E-mail address: belconin@bk.ru

¹ © Siberian Federal University. All rights reserved