

Periodization of psychological development and pedagogical teaching activities: theoretical-practical elements to think about teacher education and school education¹

Periodização do desenvolvimento psicológico e atividade pedagógica de ensino: elementos teórico-práticos para pensar formação docente e educação escolar

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ABSTRACT

This paper introduces and proposes theoretical-practical contributions which are relevant to School Education from the cultural-historical perspective. Based on Lev Vygotsky's, Alexei Leontiev's, Vasilii Davidov's and Danill Elkonin's assumptions, it emphasizes pedagogical teaching activities and the developmental process of school-age children, from the perspective of periodization of psychological development, their mutual relations and potential of application to teacher education programs and pedagogical practices carried out by Basic Education teachers. Theoretical-practical contributions given by this paper are advocated as possibilities of guiding teacher education programs to enable the professionals to create pedagogical teaching activities that favor students' developmental processes. However, it is essential for

RESUMO

Este artigo apresenta e propõe contribuições teórico-práticas consideradas pertinentes à Educação Escolar em uma perspectiva histórico-cultural. Para tal, parte de pressupostos de Lev Vigotski, Alexei Leontiev, Vasilii Davidov e Danill Elkonin com ênfase nas atividades pedagógicas de ensino e no processo de desenvolvimento de estudantes em idade escolar, com base na perspectiva de periodização do desenvolvimento psicológico, em suas mútuas relações e em seu potencial de aplicação em processos formativos e em práticas pedagógicas de/por professores da Educação Básica. As contribuições teórico-práticas aqui apresentadas são defendidas como possibilidades para orientar ações de formação docente que direcionem esses profissionais à criação de atividades pedagógicas de ensino que favoreçam o processo de desenvolvimento dos escolares. Contudo, é essencial que o professor conheça e discuta o papel da Educação Escolar, a

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teachers to know and discuss the role of school education, the relevance of teaching, the importance of scientific concepts and teaching organization and structuring aiming at students' development.

Keywords: Cultural-historical Theory; School Education; Teacher Education; Pedagogical teaching activity; Periodization of psychological development.

relevância do trabalho docente, a importância dos conceitos científicos, a organização e a estruturação do ensino planejadas visando ao desenvolvimento de seus estudantes.

Palavras-chave: Teoria Histórico-Cultural; Educação Escolar; Formação docente; Atividade pedagógica de ensino; Periodização do desenvolvimento psicológico.

1 Introduction

This paper introduces and proposes theoretical-practical contributions which are relevant to School Education from the cultural-historical perspective, based on its authors' experiences in Basic Education, Teacher Education programs and *stricto sensu* research in Education. It is a theoretical essay which uses thoughts of Lev Semenovich Vigotskiⁱ (1996-1934), Alexis Nikolaevich Leontiev (1931-1979), Vasili Vasilovich Davydov (1930-1998) and Danill Borisovich Elkonin (1904-1984) to develop its arguments and intertwine them with ideas proposed by other authors connected to this theoretical matrix and tuned with the theme under study.

Theoretical-methodological assumptions of the Cultural-historical Theory (CHT) have founded several studies, mainly in Psychology, Pedagogy and Education, both generally and interdisciplinarily. Its conceptual richness enables to investigate and develop educational practices related to different levels and contexts in several countries, as shown by the international compilation carried out by Selau and Castro (2015).

This paper focuses on "pedagogical teaching activities" and on "Periodization of Psychological Development" (PPD), their mutual relations and their potential to be applied to Teacher Education programs and pedagogical teaching activities carried out by Basic Education teachers.

We advocate that concepts introduced by this paper are relevant to pre-service and in-service teacher education programs which lead teachers to create and work on structuring and organization of the teaching process to favor students' development processes and demystify ideas spread by the

“common sense of Education” which insists that Vigotski’s concepts cannot be concretely applied to educational actions conducted in classrooms nor to relations in schools.

2 Pedagogical teaching activities in School Education

Human activity, connected to the Marxian concept of labor, is an important basis that underlies theoretical-epistemological principles of the CHT. According to Marx (2013), labor is understood as an activity which is adequate to an end, a universal condition to make a person become human. Vygotski (1931/1995) and Leontiev (1960; 2017) advocated that the social human activity is always mediated and that its main mediators are tools and signs historically developed by individuals.

Castro (2014) highlights that Vygotski (1931/1995) explained that the relation process between A (subject) and B (environment) is mediated by X, the instrument (sign or tool) which enables the mediating activity. Based on Marx’s studies (2013), Vygotsky (1931/1995) used the conception of tools as material means of labor that serve to dominate nature and defined signs as psychological instruments of mediation between human beings and the world. Thus, he conjugated these notions and the general concept of artifacts or artificial adaptations of mediating activities. According to Vygotski (1931/1995), similarity between material tools and signs is based on the mediating roles they play and, as a result, from the psychological perspective, both may be included in the category of mediating activity.

In this paper, we highlight the pedagogical teaching activity, the one that teachers carry out in educational settings with students in an attempt to favor their access to historically accumulated knowledge, so as to humanize and emancipate them (Saviani 2008; Duarte, 2010) with the use of tools and signs in the teaching process. Based on this premise, we address the importance of pedagogical teaching activities to students’ psychological development.

From the perspective of the CHT, children establish relations with the environment when there is an activity that influences them and enables qualitative mental advances. In every phase of the developmental process, there are activities that stand out among others due to their importance. According to Prestes, Tunes and Nascimento (2013, p. 50), “the concept of activity always implies an individual with his/her reasons, needs and certain ways of acting in the concretely given world”.

In their everyday lives, before starting school, children go through experiences with other individuals both by observing and by manipulating objects. They relate to knowledge about the world around them. Relation to knowledge accumulated by human beings takes place systematically in literate and organized societies. Schools are institutions developed to reach this goal.

Their role is historically relevant to fully develop individuals by joining spontaneous and scientific knowledge in a dialectical relation. According to Vygotsky (1934/1982), spontaneous concepts are the ones developed in immediate, concrete, personal and everyday experiences while scientific, non-spontaneous ones systematically rationalize and organize social and material conditions so that individuals may live and develop.

Vygotsky (1934/1982) states that it represents the movement from the activity of practical, everyday thinking, from the direct relation between the word and the object, to theoretical thinking. Prestes, Tunes and Nascimento (2003) add that, in Vygotsky’s view, scientific knowledge should be structured in hierarchical systems of generality involving semiotic relations among words and relating them to superior psychological functions, such as voluntary attention, logical memory, abstraction, comparison and differentiation. Thus, schools should carry out the structuring to enable children to access and learn scientific knowledge (school contents) and develop cognitively.

Even though Vigotski (1934/1982) did not delimit strict age ranges, he highlighted that development of theoretical concepts, in its entirety, takes place in adolescence. Before that, syncretic thinking and complexive thinking develop

but conceptual thinking is in the process of development and has not reached its maximum yet. In this process, knowledge is the content of the study activity and, due to its acquisition, children's minds develop psychological neoformations as the result of conceptual thinking.

Based on Vigotski's proposals for conceptual development, Davydov (1988) advocated that schools must teach our children how to think theoretically since theoretical thinking gives people universal historically constituted means of understanding different spheres of reality. It is thinking based on dialectical logics which enables to know reality in movement and as contradiction.

Vygotsky (1934/1982) treated pedagogical teaching activities as a means of developing unusual knowledge in schools and stated that good teaching is the one that precedes development. According to Prestes (2010), Vigotski did not say that instruction ensured development but that it created possibilities of development in collaborative actions either with adults or more experienced peers (Vygotsky, 1934/1982). Therefore, it is not teaching as a technique or training of previously developed functions but it is teaching that aims at enabling to develop students' psychological functions in the process of maturing. Teaching and learning are processes whose senses cannot be found in results but throughout the processes themselves.]

According to Kravtsova (2021, p. 25), the approach used by Vigotski "is not guided by instructional tasks, but by how the person who is in the process of instruction relates to the material under study". The author reinforces that Vigotski says that there is spontaneous instruction, which children may follow up to a certain age, and reactive instruction, when they get instruction by following others' programs. The analysis introduced by Kravtsova (2021) is related to the issue of psychological and personal readiness, since

on one hand, it is possible to broaden and enrich what is known about what children need so that the study activity may constitute itself. On the other hand, there will definitely be several psychological issues internally connected in an objective way to the organization of full instruction that promotes development (p. 25).

Kravtsova (2021) states that the process of transition from spontaneous instruction to reactive instruction, in the context of children's psychological and personal readiness, must be well structured since new forms of interrelation between children and adults and their peers take place, besides relations with themselves due to inner absence (Vygotsky, 1931/1995).

However, it should be highlighted that children's psychological and personal readiness does not always correspond to activities of reactive instruction related to a certain age or teaching stage in school and that children may not be "ready" to a certain program, a fact that may cause undesirable consequences to their school performance and to their development, considering that their learning process may be affected.

When learning is addressed from the perspective of the CHT, attention must be paid to the Russian term "обучение" (*obutchenie*). Puentes (2019) advocates that "firstly, based on original sources, the best translation of the term is "learning", instead of teaching, *enseñanza* (in Spanish) or *ensino* (in Brazilian Portuguese). It agrees with Vigotski's ideas (1933-1934/2018) about laws of development in childhood and reinforces the need to understand that every teaching activity must be intentionally structured to enable students' learning, based on reasons and needs related to the developmental levels they have to reach.

According to Vigotski (1928-1933/2021), teaching must awaken children's processes of psychological development as movement that triggers them, instead of as natural forces. He states that schools should account for children's development of mental functions and prepare them to the following developmental level. When children go to school, they already have certain knowledge which is then structurally (re)organized in the process of development by pedagogical teaching activities that aim at making them learn school contents.

While children learn new contents (scientific ones) in the light of practical experiences they undergo in their social everyday lives

(spontaneous concepts), they develop. There are both rupture and qualitative changes that show transitions among their developmental stages. Vigotski (1928-1933/2021, p. 164) used the example of transition between inner speech to writing: “it is essentially difficult because inner speech is talking to oneself and written speech is mostly structured to the other, who must understand me but cannot see me when I write”. He adds that this combination of activities is contradictory and somewhat complex to children since that are required to mentally reorganize these processes by carrying out conscious activities.

From the cultural-historical perspective, processes of schooling and teaching itself must move from internal personal sense to external objective meaning of words or actions. Thus, relations between children’s everyday lives and School Education may be established. Vigotski (1928-1933/2021) clarifies that teaching that is guided by ended developmental cycles is ineffective in children’s general development since it is an activity that does not guide this process. It means that the activity of teaching must be constantly collaborative (with the teacher, an adult or a more experienced classmate). In Vigotski’s words (1928-1933/2021, p. 259), “what the child is able do in collaboration today, he will be able to do independently tomorrow”.

This theoretical perspective makes educators involved in the process of teaching organization think about aiming their work at students’ learning via schooling to generate activity since we agree with Moura et al. 2016, p. 103) who wrote that “the activity of learning developed by students is as important as teachers’ activity of teaching”.

According to Bernardes (2006), pedagogical activities are dialectical units between teaching activities and study activities which enable to understand the role of Education in students’ processes of development. It is essential for the object to be taught by teachers to be understood by students as the learning object. Therefore, the pedagogical structure must be didactically planned and confronted. Moura *et al.* (2016) highlight that the

educational process in school is constituted as an activity, i. e., it is study for students and work for teachers.

This context may be illustrated by the one idealized and experienced by Davydov (1988) who, considering the process of self-transformation of subjects in the activity and methodologically based on the ascension from the abstract to the concrete, proposed didactic components (study task, mental operation, self-evaluation and regulation) that are structured and aimed at pedagogical activities of study addressed to school children. When Davydov (1988) proposed this didactic organization, he reinforced the role played by teachers in effective collaboration with students' processes of learning not only to enable them to learn historically constructed concepts (school contents) systematically (formal Education) and intentionally but also to develop intellectually, aiming at theoretical thinking.

In other words, based on this theoretical-practical principle, pedagogical activities of study are the ways that take students to a state of learning while pedagogical teaching activities organize teachers' actions to act in the imminent zone of development (Vigotski, 1928-1933/2021), preceding students' development and making teaching "the indispensable and general internal form of intellectual development" (Davidov, 1987, p. 180).

In his pedagogical analyses, Vigotski suggested that what is important to schools is not what children have already learned but what they still can learn with help, in straight relation with the environment while meeting demands of pedagogical activities they carry out. However, children "never start from scratch since they always have certain [level] of previous development" (Vigotski, 1928-1933/2021, p. 254). This conception changes the traditional view of the relation between teaching and learning that prevails in most Brazilian schools which value too much what children already master and pay little attention to ongoing processes. Castro (2014) warns us that our Education is more retrospective, even though it should be more prospective, as advocated by Vigotski a century ago.

3 Periodization of psychological development (PPD)

Based on Vigotski's investigations, Elkonin (1987) studied make-believe games in which children represent social roles of the adult world and show their interests and wishes. He concluded that play enables them to model their relations with the world. Castro (2014) highlights that, by means of the activities, children become aware of human behavior, control impulses and act in agreement with social rules of the adult world. However, Vigotski showed that different approaches were given to play, as explained by Prestes (2010):

[...] the intellectualist one, in case it is understood as symbolic (and becomes an activity which is similar to algebraic calculus); the cognitivist one, when it is understood as a cognitive process (children's affection and activity are put aside); and, finally, the one that needs to reveal what play promotes in children's development. The last approach is the crucial point to understand make-believe games as activities that guide preschoolers' psychic development (p. 161).

In line with Vigotski's thoughts, Elkonin (1987, p. 421) stated that play not only promotes children's social relations but also influences their cognitive development and personality: "evolution of play prepares for transition to a new superior phase of psychological development, transition to a new evolutionary period".

Lazaretti (2011) explains that Elkonin used theoretical statements related to Child Psychology developed by Vigotski in his studies. Vigotski's investigations provided important data to understand children's development and inspired other researchers. It was important to Elkonin's studies when he started his long experiments to help solve teaching issues.

Elkonin (1960; 1987) joined early studies of the importance of play and contributions about Vigotski's periods of development. As a result, he deepened and organized his studies of periodization, starting from childhood. Lazaretti (2011) clarifies that, even though Elkonin had worked with Vigotski for four years, he kept in touch with other researchers connected to the theoretical

cultural-historical line of thinking, such as Leontiev, Galperin, Davidov and Zaporozhets, after Vigotski's premature death in 1934.

Based on this theoretical input, Elkonin (1960) defined developmental stages based on times and interconnected periods of human activity that show which activity may be relevant to individuals, depending on their needs, reasons and goals since their birth. In the field of Education, his following statement (1987) refers to teachers, both in teacher education programs (pre-service and/or in-service ones) and in their pedagogical teaching activities:

Changes that take place in the educational system show that "pedagogical periodization" neither has theoretical bases nor is able to answer several essential practical issues (for instance, when school teaching needs to start, which are the particularities of educational work when a new period starts) (p. 104).

Elkonin dared to potentialize theorization about the PPD and showed that this theoretical framework has great theoretical-practical importance to teachers' pedagogical activities since developmental periods may guide didactic options that better apply to students in every specific cultural situation and at every historical time. This perspective may contribute much to teachers' preparation of their pedagogical practices, considering that the activity that guides development in a period promotes development of the activity that guides development in the next period, thus, characterizing the dialectical-revolutionary condition of these theoretical-practical assumptions.

As explained by Facci (2004), Elkonin showed that, in the analysis of the evolution of child development, the following factors must be studied: the age dynamics to clarify how the social situation influences new structures of children's conscience in different evolutionary periods; the genesis of new central formations at a certain age; consequences of new age structures; and behavior changes in relations with other people. We believe that such contributions should be problematized in teachers' pre-service and in-service programs considering their importance regarding educators' understanding

of their students' development. Concerning School Education, Elkonin (1987) stated that

processes of psychic development are directly related to children's Education and teaching and the division of the educational and teaching systems is based on enormous practical experience. Naturally, division of childhood established on pedagogical bases is relatively close to the true one but does not coincide with it and, essentially, is not connected to the solution of the issue about driven forces in child's development, of laws of passage from a period to another (p. 104-105).

Elkonin (1960) started from Vigotski's assumption that learning takes to development and that learning presupposes specific aspects in every developmental period, which are determined by two associated factors: i. material content to be taught; and ii. activity to which learning takes part in. The researcher believed that schools must reach the most effective social form to organize teaching but, to reach this goal, its nature must be known and adequate pedagogical teaching activities must be organized to the development of every students' group.

Based on his post-Vigotskian studies, Elkonin (1987) linked two interrelated periods to every developmental time: **child-social adult** and **child-social object**. Children relate to the world and, in every stage, specific psychological needs are formed. Based on these theoretical principles, Elkonin (1978) classified the stage of human development into three times which must be considered to guide teaching organization: Early Childhood, Childhood and Adolescence.

Elkonin (1987) proposed the periodic structuring of processes of psychological development in the following sequence: **early childhood**: direct emotional communication (1st group) and manipulative object activity (2nd group); **childhood**: play (1st group) and study activity (2nd group); and **adolescence**: personal intimate communication (1st group) and professional study activity (2nd group). Based on Elkonin's assumptions of developmental times, we created the following table for teaching purposes.

Table 1. Schematization of the PPD proposed by Elkonin

Times of the stage of human development	Periods interrelated with developmental times	
	First	Second
	System child-social adult	System child-social object
Early childhood	First year of life	Early Childhood
	Direct emotional communication	Manipulative object activity
Childhood	Pre-school age	School age
	Play	Study activity
Adolescence	Early adolescence	Adolescence
	Personal intimate communication	Profissional study activity

Source: the authors, adapted from Elkonin (1987), Abrantes (2010) and Anjos (2013)

Transition between times and periods is constituted by critical moments. Every passage through these periods generates crises and mediates the transition between times and periods, since they undergo transformations as the result of internal contradictions to the process of development. In Vigotski's analysis (2018), the passage of periods of crisis from certain time to another may last several months, a year, two years, and may produce abrupt changes, rupture in children's personalities.

The transition of development characterized by crises highlights limits among periods of every time and marks the end of a certain step, as shown in Table 1. Specificity of the process of transition of development is described below, considering the three times of the stage of psychological development proposed by Elkonin (1960; 1987). Periods of development and their leading activities are defined.

Regarding **Early Childhood**, Elkonin (1960; 1987) stated that this time is constituted by two groups of activities: direct emotional communication and manipulative object activity. The former results from the relation between children and people around them, from birth to the first year of life. The relation child-adult, in this period, is characterized by several ways children use to communicate with adults, such as cry and smile, in order to meet physiological needs. In this time, children develop the need for verbal communication and, consequently, primary language comprehension and utterance of the first words.

The manipulative object activity is characterized by the acquisition of the first procedures socially produced by actions with objects. According to Anjos (2012), this process shows a new step of development characterized by the arousal of new relations among children, adults and objects. At that moment, their relation with the environment changes significantly. Later, children start to walk and not only broaden the circle of objects which they have contact with but also increase possibilities and discoveries of new objects around them. Exploiting an increasingly larger number of cultural artifacts leads to a qualitative move to object actions: the domain of procedures that are socially produced by action with objects, a characteristic of early childhood.

The beginning of the relation between thinking and verbal language when children are about two years old (Vygotsky, 1934/1982) is also an outstanding characteristic since the latter is used for organizing collaboration with adults in common object activities and the first conceptualization of objects and people who are neither close nor visible. According to Magalhães (2016, p. 58), “in early childhood, experiences with objects are the most important ones, besides erect walking, emergence of new types of activities and development of [verbal] language and categorical perception”.

In **Childhood**, Elkonin (1960; 1987) pointed out that outstanding activities were play, role-playing games and study ones. Magalhães (2016) states that, in this period, when children learn the social function of objects, they broaden their perceptual field, understand the surrounding reality and feel the need to belong to it, as a society; it happens mostly by means of role-playing games. Children go through this period when they are approximately three to seven years old.

In role-playing games, children play and imitate adults by dramatizing. Elkonin (1987) explained that it is the inclusion of the object action in the system of human relations and teaches children the true social sense. Leontiev (2017) highlighted that, in this step, children do their best to establish a concrete relation not only with things that are directly accessible to them but also with a

“broader” world. They do their best to act as adults and start to develop verbal language and learn typical modes of acquiring culture.

Leontiev (2017) emphasized that the reason of play, the factor that stimulates activity, is the process of carrying out the play itself, instead of the result. It leads to the understanding that objects of children’s activities in this developmental period are adults and the system of relations with other people. In role-playing games, children reproduce human relations and activities carried by adults in a fun way and acquire cultural life and rules of social relations.

According to Anjos (2012), play reproduces adults’ relations and influences children’s psychological development; thus, it prepares them to the transition to a new developmental phase, the study activity. Role-playing games consist in taking on a role and interpreting it in a game. Children choose roles based on affective significance they establish and their repertoire of adults’ activities. According to Elkonin (1987), the new activity enabled by role-playing games contributes to prepare children to School Education since they feel the need to do something socially significant and valued.

Leontiev (2017) and Elkonin (1960) stated that entrance to school causes a radical change in children’s situation in society, i. e., they start a “serious” activity which has social significance. According to Leontiev (2017), the main point is that, from that moment on, children have duties not only towards their parents but also towards their teachers. As a result, there are duties towards the society. Children fulfill their duties, depending on their situations, functions and social roles. Children’s activities towards their duties are valued by other members of the society, such as teachers, classmates, parents and relatives. Leontiev (1960, p. 353) stated that, in childhood, “children clearly show the significance of the content they study. Real interests of study emerge.” Besides, “to be a good student” is the reason to study, together with the interest in getting good grades. To be in school implies that they have to explore another environment, with other rules, new attributions and intensification of personal relations. It goes much beyond what children experience at home.

According to Anjos (2012), in childhood, in School Education, children get in contact with knowledge that is systematized by society and, by means of this activity, potentialize their intellectual development. Davidov (1988) stated that study activities have their own content and structure. They differ from other human activities that generate learning since they have intense formation of intellectual and cognitive forces that determine the emergence of the main psychological neoformations at the age:

[...] the need for the study activity encourages students to acquire theoretical knowledge; reasons encourage them to acquire procedures of reproduction of knowledge by means of study actions that aim at solving study tasks (p. 178).

In this phase, students accumulate a high level of generalization of concepts taught by schools, the scientific concepts. Thus, thinking starts to change, it becomes more comprehensive, it goes firmly into the world of abstractions. Self-control of conduct becomes intellectual and all happens because study activities become systemic since their essential object is the school content, the trigger of theoretical thinking.

In the limit of transition between Childhood and Adolescence, study activities take children to a new level of development, to a more elaborate comprehension of the adult world. However, children do not know if they are children, adolescents or adults. Regarding this issue, Elkonin (1987, p. 351) warned teachers that teaching which takes place in the transition between the study activity and the intimate-personal communication activity must pay attention to students' internal psychological reorganization which must find correspondence in the teaching system: "what students study makes sense and its content interests them and responds to what they wish to know, which depends on the reasons of their activity".

In **Adolescence**, study activities keep being fundamental since adolescents start to discover the significance of scientific knowledge. According to Elkonin (1987), it is the phase in which success and failure in

school learning keep being valued by adults. Elkonin (1960) pointed out that, although there seem to be no differences between life conditions in childhood and adolescence, children's personal conditions of development differ a lot. In this regard, Vigotski (1931/1996) stated that changes in adolescents are mostly internal ones; since they are not externalized, they are not visible to observers. Vigotski (1931/1996) even criticized the theories from his time which believed that adolescents' mental changes depended exclusively on biological and emotional aspects.

According to Vigotski, adolescents are, above all, social beings who think. But common sense and school settings believe that changes in adolescents are merely the result of strictly biological predeterminations. Elkonin (1987) also pointed out that causes of the passage to this phase were only explained by changes in the body and that such explanation was often based on sexual maturation which is typical in this period. It led to several myths about adolescents that persist in common sense. Elkonin (1987) acknowledged the influence of sexual maturation in the development of adolescents' personality but agreed with Vigotski who refuted the idea that sexual development was the only trigger of this process, as advocated by studies from his time. Anjos (2012, p. 7) explains that "Elkonin believed that sexual maturation exerts influence in a mediated way, by means of relations between individuals and the world that surrounds them".

In Elkonin's conception (1960), the main activity in adolescence is personal intimate communication. He adds that this phase enables emergence and development of an activity which consists in establishing personal intimate relations among adolescents, the so-called communicative activity. It differs from other forms of communication because its fundamental content is the other adolescent with his/her specific personal qualities. Facci (2004, p. 71) states that "interaction with peers is mediated by certain moral and ethical norms (group rules)".

In this phase, the study/professional activity emerges. It encompasses technical and operational possibilities of the world of work. In this phase,

adolescents get new tasks and reasons from an activity – that converts into an activity that aims at the future and gets the nature of a professional study activity – and start adult life characterized by work.

The **Professional Study Activity** was the last developmental period delimited by Elkonin (1987). Its characteristics are similar to the ones of study activities but its reasons are not. Children used to attend school and experience socially valued activities while now they start a project of personal achievement in society. Before, they walked towards the adult world but now they step into this world which is strongly marked by work. The reason of study is how much it may contribute to enter the world of work.

4 Propositional remarks

Organization of periodization may be valuable to teachers' education and work in planned educational interventions which are structured on activities that enable the development expected in every age range, as proposed by Vigotski (1931/1996) and Elkonin (1987). From this theoretical-practical perspective, the role played by teachers is to guide students' developmental processes pedagogically by means of study activities.

According to Elkonin (1960), a fundamental aspect of teachers' work is knowledge about periods of students' psychological development at a certain school age. However, this premise alone ensures neither successful teaching nor spontaneous learning: "study activities are formed in the process of formal instruction under teachers' guidance. Their development is an extremely important task of formal instruction" (Elkonin, 1960, p. 86). From this perspective, schools must organize pedagogical teaching activities to promote students' development by means of conceptual thinking. According to Davidov (1988), scientific concepts (school concepts) are the basic reference of the teaching system and a condition needed to develop theoretical thinking.

This paper has highlighted that development is triggered, constituted and developed by cultural-historical production and that human beings are the result of human experience produced over time. Both the function of school and

teachers' work should guide students' acquisition of the accumulated culture, together with other teachers, the pedagogical team and other students by means of pedagogical study activities.

Leontiev (2017) stated that the movement of History is only achievable due to transmission of acquisition of human culture to new generations by Education. Therefore, educators are professionals conceived to take students beyond their level of real development by means of pedagogical teaching activities which arise their scientific interest, promote new learning and generate intellectual development. Thus, teachers must know and discuss the role of School Education, the relevance of teaching, the importance of scientific concepts and use a theoretical framework to help them organize and structure pedagogical teaching activities grounded on students' processes of learning and development.

Periodización del desarrollo psicológico y actividad docente pedagógica: elementos teórico-prácticos para pensar la formación docente y la educación escolar

RESUMEN

Este artículo presenta y propone aportes teórico-prácticos considerados relevantes para la Educación Escolar en una perspectiva histórico-cultural. Para ello, parte de los presupuestos de Lev Vygotsky, Alexei Leontiev, Vasili Davydov y Danill Elkonin, con énfasis en las actividades docentes pedagógicas y en el proceso de desarrollo de los estudiantes en edad escolar, a partir de la perspectiva de la periodización del desarrollo psicológico, en sus relaciones mutuas y en su potencial de aplicación en los procesos formativos y prácticas pedagógicas de/por los docentes de Educación Básica. Los aportes teórico-prácticos aquí presentados se defienden como posibilidades para orientar acciones de formación docente que encaminen a estos profesionales a la creación de actividades docentes pedagógicas que favorezcan el proceso de desarrollo de los estudiantes. Sin embargo, es fundamental que el docente conozca y discuta el papel de la Educación Escolar, la pertinencia del trabajo docente, la importancia de los conceptos científicos, la organización y estructuración de la enseñanza planificada con miras al desarrollo de sus alumnos.

Palabras clave: Teoría Histórico-Cultural; Enseñanza; Formación de profesores; Actividad pedagógica docente; Periodización del desarrollo psicológico.

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¹ In the literature, the author's name has been spelt in several ways. We chose to use Vigotski when we refer to him and to keep the spelling used in publications when we cited them.