

# Developmental Learning Theory (DLT) and V. V. Repkin: a biographical study experience of biographical study

Teoria da Aprendizagem Desenvolvimental (TAD) e  
V. V. Repkin: experiência de estudo biográfico<sup>1</sup>

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## ABSTRACT

The text reproduces in full the interview that the Ukrainian philosopher, philologist, linguist, psychologist, and didactic Vladimir Vladimirovich Repkin gave to Alexander Konstantinovich Dusavitsky, also a Ukrainian psychologist. The interview was first published in Russian in the magazine Вестник (No. 10, 2002) of the Pedagogical Center "Experimental" in Riga, Latvia, under the direction of B. A. Zeltserman. The text contains biographical data on the philologist and didactician, as well as a description of his monumental work in favor of establishing the theoretical and methodological foundations of the Elkonin-Davidov-Repkin psychological and didactic system.

**Keywords:** Vladimir Vladimirovich Repkin. Developmental Learning Theory. Theoretical and Methodological Contributions.

## RESUMO

O texto reproduz na íntegra a entrevista que o filósofo, filólogo, linguista, psicólogo e didata ucraniano Vladimir Vladimirovich Repkin concedeu ao também psicólogo ucraniano Alexander Konstantinovich Dusavitsky. A entrevista foi inicialmente publicada em russo na revista Вестник (n. 10, 2002), do Centro Pedagógico "Experimental", de Riga, Letônia, sob a direção de B. A. Zeltserman. O texto contém dados biográficos do filólogo e didata, bem como uma descrição de sua monumental obra em favor do estabelecimento das bases teóricas e metodológicas do sistema psicológico e didático Elkonin-Davidov-Repkin.

**Palavras-chave:** Vladimir Vladimirovich Repkin. Teoria da Aprendizagem Desenvolvimental. Contribuições teóricas e metodológicas.

<sup>1</sup>A entrevista foi inicialmente publicada com o título "V. Repkin: Experiência de pesquisa biográfica (Вестник, Boletim da Associação Internacional "Aprendizagem Desenvolvimental", n. 10, Moscou - Riga, 2002., p. 11-20).

<sup>2</sup> Alexander Konstantinovich Dusavitsky (5 de maio de 1928 - 24 de outubro de 2012) foi um psicólogo soviético e ucraniano de grande relevância científica. Especialista no campo da psicologia da personalidade, teoria da formação do interesse cognitivo, problemas do desenvolvimento individual da criança. Escreveu numerosos artigos científicos e livros. Provavelmente sua obra mais importante e conhecida seja "Desenvolvimento da personalidade na atividade de estudo" (Moscou, Casa de Pedagogia, 1996, 208 p.). Seu nome está dentro de caixa de texto, indicando, de acordo com a tradição, sinal de luto em razão do falecimento em 2012.

## 1 Introduction

This is the first time this interview has been translated and published in another language since Vladimir Vladimirovich Repkin gave it to the Ukrainian psychologist Alexander Konstantinovich Dusavitskii. At that time, there was a close personal and professional relationship between the two psychologists and authors. As a young graduate of the Kharkov Institute of Civil Engineering (1950), Dusavitskii came to the Elkonin-Davidov-Repkin psychological-didactic system (DAVIDOV, 1986, 1996; PUENTES, 2017; PUENTES; LONGAREZI, 2020) practically at the beginning, being interested in the theoretical issues of psychology (1969). He worked for years under the direct supervision of Vladimir V. Repkin, who was his supervisor, especially when he was writing his doctoral thesis in psychological sciences at the Postgraduate Program of the Institute of Psychology of the Kharkiv State University with the title "Personal development in a group as a function of the organization of study activity" (Kharkiv, 1975). Subsequently, he taught for many years at the Department of General Psychology of Kharkiv State University.

Photo: A. K. Dusavitskii



Source: <https://www.koob.ru/dusavitskiy/>

During this period, A. K. Dusavitskii emerged as a preeminent figure in the study of personality within the system, developing his own theoretical framework in this domain. This theoretical framework built upon the contributions of S. L.

The fruitful partnership between V. V. Repkin and A. K. Dusavitskii has yielded numerous joint contributions, including the editing and production of the film entitled "Дважды дву равно трикс" (Twice two equals X) in 1969 by the Kharkov Television Studio. The film was shot using footage from a series of psychological and pedagogical experiments on developmental learning, which were carried out at School No. 17 in Kharkiv. The scriptwriting team included A. Dusavitskii and V. Skripko, and the experiments were based on the scientific ideas of V. V. Davidov, D. B. Elkonin, V. V. Repkin, and F. G. Bodanskii, among others.

Photo: Cover of the movie “Twice two equals X” (1969)



Source: [https://www.koob.ru/dusavitskiy/two\\_two](https://www.koob.ru/dusavitskiy/two_two)

After the composition of the film's script, A. K. Dusavitskii initiated his research in the domain of developmental learning psychology, thereby making a substantial contribution to the scientific underpinnings of this approach. The reception of this author's work in Brazil is a recent development. Acknowledgments are extended to members of a research group, namely "Pedagogical Implications of Historical-Cultural Theory/Unesp/Marília," notably Maria Auxiliadora Soares de Farias, Stela Miller, and Suely Amaral Mello, who translated and published in the pages of *Ensino em Re-Vista* (Uberlândia, v. 21, n. 1, p. 77-84, Jan./Jun. 2014), the English version of the article entitled "Developmental Education and the Open Society"<sup>3</sup>. Subsequently, we would like to acknowledge the contributions of members of two research and study groups: firstly, the research group Pedagogical Implications of Historical-Cultural Theory/Unesp/Marília, and secondly, the study and research group on Developmental Didactics and Teacher Professionalization (Gepedi/Faced/Ufu/Uberlândia). The members of the aforementioned groups who made significant contributions to the present volume include Suely Amaral Mello and Roberto Valdés Puentes. The present volume, "Theory of Study Activity: Contributions from Brazilian and Foreign Research" (Edufu, 2019), compiles texts by A. K. Dusavitskii. The first of these, published in 2014, and another, entitled "On the ideal form of personality development in the system of developmental education" (p. 265-284), were translated by Maria Auxiliadora Soares de Farias, Stela Miller, and Suely Amaral Mello.

The advent of A. K. Dusavitski's oeuvre and conceptual framework in Brazil, nearly a decade after the dissemination of his inaugural work in Portuguese, is neither abrupt nor coincidental. This is evidenced by its association with the name

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<sup>3</sup> Article originally published in English in the *Journal of Russian and East European Psychology*, (vol. 41, n. 5, September-October 2003, p. 51-62). This is a version of a lecture given by A. K. Dusavitskii at the third International Psychology Conference on Personality in Civil Society in Kharkiv: Problems of Contemporary Education (May 1999), with the Russian title "Razvivaiushchee obrazovanie i otkrytoe obshchestvo". See note 1 written by the translators of the article (DUSAVITSKII, 2014, p. 77).

of V. V. Repkin and its integration into the field of developmental learning theory from the perspective of Gepedi. While other groups have focused on research into the developmental processes of actions and psychic operations, especially study actions and theoretical thinking, Gepedi has focused on the study of the development of the subject. The subject, without whose existence there is not the slightest possibility of thinking, is the focus of this study. It is not thinking that makes the subject; it is the subject that thinks. The subject and the thought are intricately intertwined throughout a dialectical process, wherein the conception of one is inextricably linked with the existence of the other, and vice versa. This dynamic relationship is not one of linear progression or predefined determination, but rather, a recurrent, chaotic, and contradictory one. This recursive, chaotic, and reciprocal process is further characterized by its symbolic and emotional nature. Thought is not merely an intellectual concept; it is a product of the thinking subject itself, and it is characterized by affective, emotional, motivated, imaginative, fanciful, and cognitive dimensions. The process of emergence and reception of studies on the subject and personality of study activity within developmental learning, the context in which this dossier is situated, began in Brazil as part of the theoretical and intervention research carried out by members of Gepedi, starting in 2016 (PUENTES; AMORIM; CARDOSO, 2016a, b; PUENTES; CARDOSO; AMORIM, 2017, 2018; PUENTES; PUENTES; ARAÚJO, 2018, 2020; PUENTES; PUENTES; GALVAO, 2019; LOPES; PUENTES, 2019; PUENTES, 2020; AMORIM; PUENTES, 2021; CARDOSO; PUENTES, 2021; AMORIM, 2020; CARDOSO, 2020; LOPES, 2020; CARCANHOLO, 2020; PUENTES; AMORIM; CARDOSO, 2021; PUENTES, 2020, 2022a, b, c; ASBAHR; LONGAREZI, 2022).

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## 2 Development

### Biographical study experiment<sup>4</sup>

We understand your tension:  
The horizon of problems is limitless.  
However, we express our conviction  
That together with you, we will solve them.

You are fundamental in your search,  
And, according to Cauchy's criterion,  
We expect brilliant predictions from you  
About what children are capable of.

V. Skripko. "V. V. Repkin" 1972

What, then, is the nature of human destiny? From what peculiar combinations of encounters, happenstance, fate, and actions is an individual's life trajectory constructed, which, upon subsequent reflection, appears to be both natural and logical?

Vladimir Vladimirovich Repkin, a multifaceted individual, is a professor, psychologist, and linguist, as well as a remarkable personality. Repkin has always pursued only those endeavors he deems necessary at the time. He is a self-centered individual who refuses to compromise, whether in his scientific pursuits or in his professional relationships with colleagues. His self-esteem is inflated, and he eschews any form of service or personal dependence.

His professional aspirations are of the highest order, and he demands unwavering clarity and precision in his scholarly pursuits.

In evaluating the personal qualities of their teachers, who are regarded as prominent figures in the field of Russian psychology, they employ a superlative degree of evaluation. A. N. Leontiev, S. L. Rubinstein, and P. Ya. Galperin, D.B. Elkonina, and V. V. Davidov.

In their daily lives, they are unpretentious, with a sole vice that has not yet compromised their health: smoking.

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<sup>4</sup> According to the plan of A. K. Dusavitskii, who worked for many years under the supervision and alongside V. V. Repkin, an attempt at a biographical study experience is the peculiarity of the proposed text, in which Dusavitskii reconstructs, analyzes and substantiates the research and development of his colleague.

It is not within the scope of this analysis to provide a comprehensive evaluation of V. V. Repkin's scientific and pedagogical activities. I am convinced that this will be addressed in the near future.

Regrettably, Repkin's printed legacy remains modest in size, encompassing a monograph, several brochures, contributions to psychological and pedagogical magazines and collections, and textbooks on the Russian language for primary schools.

A significant corpus of material reflecting a wide range of psychological and pedagogical problems with which Vladimir Vladimirovich is confronted remains unpublished, including manuscripts, reports on research work, speeches at congresses and conferences, and lectures to students, teachers, and the public. A comprehensive publication of these documents would reveal that numerous contemporary "discoveries" in the domain of pedagogical and developmental psychology were previously discussed by V.V. Repkin at a considerably higher scientific level.

Domestic scientific literature exhibits an absence of a foreign tradition of exposing the provisions of a particular theory against the background of and in connection with the analysis of the author's life path, the social, and family environment in which the personality was formed, and the scientific views of the scientist. A notable remnant of the Soviet period is the tendency for texts to adopt a more impersonal tone, thereby offering greater protection to the author.

The objective of this discourse is to illuminate the "unknown" Repkin, elucidating salient facts from the life of Vladimir Vladimirovich that are intricately intertwined with his scientific oeuvre.

It is imperative to recollect V.V. Repkin's genuine contributions to the realm of developmental learning, a subject that, for some inexplicable reason, has begun to elude some adherents while others remain unacquainted with his oeuvre.

The narrative will commence in 1969, the year the popular science film "2x2 = X" was created, which subsequently gained widespread recognition. The scriptwriters (including the author) engaged in extensive dialogues with Vladimir



Vladimirovich concerning the fundamental principles of the educational system, which fosters the development of students.

Our collective interest lay in the genesis of the novel educational system, the circumstances of its inception, and the life events that intertwined the fate of V.V. Repkin.

The archive contains records of conversations with Vladimir Vladimirovich, along with his account of significant moments in his life. The text of the conversations is quoted almost verbatim, with the style of presentation maintained, which to the same extent characterizes V.V. Repkin's personality as well as the very content of his biography.

“.... I graduated with honors from a specialized school in Moscow in 1946. He further elaborated on his professional aspirations, stating, "My choice of profession was clearly defined: Military School. I aspired to become an artillery officer, driven by the conviction that this was the sole profession worthy of a man. To that end, he enrolled in the Odessa Artillery School, an institution that, at the time, enjoyed an exceptionally high reputation. However, the medical examination revealed that I was deemed unfit for military service due to vision-related issues. Consequently, I found myself in a predicament where my initial aspirations were thwarted, and my future became enigmatic. This led to a period of uncertainty and introspection, prompting the question: What course of action should I pursue?

I didn't know anything about civilian specialties: there was no school career guidance in those years. I went to the Moscow State University Admissions Office and looked through the list of applicants. In addition, for some reason it stopped at the Faculty of Law. Again, I went to the doctor, and it turned out that I had a hoarse voice.

- Have you caught a cold? Asked the doctor.

"No, I've always had that voice," I answered naively.

- Well, you cannot be a lawyer with that voice. You'll have to talk, talk, and talk. No, no, no!

- So what am I supposed to do? - I asked, perplexed.

- Well, go and study medicine.



Imagine, I dreamed of becoming an artillery officer - and suddenly, I had to go to a girls' school, to study medicine!

Anyone else in my place would go to another clinic and get a certificate: "The smart ones go around the mountain." Moreover, at the age of 19, I was an open young man; it never occurred to me. Once again, I went to the admissions office to check the list. I got into philology. And I must say that I had a wonderful teacher at school, a wonderful person - Emma Osipovna. I owe my love for school to her. I went to her for advice: "Emma Osipovna, they won't let me into law school. Don't you know what philology is?" "I have the Great Soviet Encyclopedia; see for yourself." He looked: language, literature ... As if it would be interesting. Well, I did.

Student life began. We lived in a dormitory. Tiny rooms, rats... Half of the students were graduates of the N.G. Chernyshevsky Institute of Philosophy, Literature, and History. They had moved on to 1-2 courses, but now they were back. People were curious. Here is the talented Zhora Zvonikin and the commander of a company of paratroopers Gleb Pokhistnev. Experienced, hardened people. We got lost in this hungry stage. And I had to redo my whole life [...] In general, in one year I got real dystrophy. They told me: "Take a year off and travel." Where to go? There was nowhere to go. My father lived in Maykop. I went to Maykop. And there's nothing in Maykop. What was there to do? There was only one institute - a two-year teachers' institute. Out of boredom, I started attending classes in the 2nd year. I thought I'd only be there for a year and then go back to Moscow State University. I was elected to the Komsomol committee, and in general, somehow, time passed quickly. The year was over. They called me to the State Committee: "Where are you going?" - "To Moscow State University" - "Uh, no, - they say, - you graduated from the institute; you have to work." Well, I was a naive young man. Anyone else in my place would have understood that they were afraid and calmly went to Moscow State University. And I did: "It's necessary, it's necessary". I went to work in a school, and from there, again, "I have to" - they took me to the city Komsomol committee to talk to the head of the school department. And it's sad... No education. What is a teacher's training in two years - nonsense!

I entered the pedagogical correspondence course in Krasnodar. I wanted to go to school, I left the city committee. He worked for four years: he taught Russian to children in the 5th and 9th grades, as a head teacher. I graduated in four years and was homesick again. "The way I was, that's how I stayed. Music was fashionable at the time.

Do you know how I passed the exam? I'm coming [...] The group is going to study the history of pedagogy. "Come with us..." - "Then I didn't prepare." - "Absurd." Well, let's go. The note says, "Russian education in Kiev". Well, I read something somewhere, and I managed to answer. "Oh," they say, "good! Good!" And so I studied for four years.

Then, before the state exams, I thought: "I'm 25. And I'm still an ignoramus. Why is this necessary? What's holding me back?" I said, "Mom, I'm going to study. Once again, I went to Moscow to enter the first year of university. I thought I'd go where I didn't know anything. I saw: Faculty of Philosophy, and it turned out to be an interesting name. I got in.

I studied philosophy for two and a half years. It was already 1952. So, for some reason, philosophy wasn't highly valued. And suddenly, they decided to cut philosophers, with the right to transfer to any other course at Moscow State University. I was already the secretary of the Komsomol office, and I fought for everyone everywhere. They said, "We have to go"-that is, we have to. I campaigned and went to the psychology department first - I decided to set an example. So I was already perceptive. Psychology is a concrete science, and philosophy is abstract. Overall, it was fine: as if, it were a patriotic initiative. Actually, I wanted to go anyway. I already knew Galya [Galina Viktorovna Repkina, Vladimir Vladimirovich's wife]. She studied psychology. Galya knew where to study. Well, I finally came to the right place! True, perhaps I could have done something at the Faculty of Philosophy.

Photo: V. V. Repkin and his wife, G. V. Repkina



Source: Family personal archive.

A. K. Dusavitskii: We ask the question:

- So it's psychology. But where did you get the conviction that this is what you wanted?

- From school. I can't get away from it anywhere. It grabbed me immediately, and it still does. The meeting with the teacher I told you about had a significant effect. An ideal person! Boundless devotion to children! The older I get, the more it affects me. Philosophy is something new. What can it offer you as a profession? At that time, I was interested in aesthetics. But it was far from school. I didn't know anything about psychology. Of course, I passed the psychology course, but I didn't know psychology. You never know what I gave away! My wife immediately decided: psychology fanatic. But the decisive role was played by Pyotr Yakovlevich Halperin. It was here that real psychology opened up to me! He writes badly; he presents official research reports badly. But his lectures for students! He was worth listening to. The apple could not fall anywhere in the audience.

And so I finished psychology. And Alexei Nikolayevich Leontiev invited me to attend graduate school under his supervision. It's true that pure psychology never seduced me, but learning from Leontiev was great! But I

must say that in 1957 nobody needed psychologists. And they needed philosophers again. So the rector didn't want to give psychology a place in the postgraduate program. But you can't run over Leontiev! He's a giant! Leontiev can do anything. So the dean decided to admit me. Leontiev went on another trip, apparently to San Francisco, for some kind of congress. And the rector called me and said: "Why do you need a postgraduate degree? What are you going to get out of it? [...] Do you want me to get you a great job? In some regional or municipal committee [...] I said: "No, if we're talking about work, I'd rather go to school." I said this naively, but he immediately took advantage of it. "Excellent! Go to a school as a principal. We'll organize everything now." He picked up the phone in front of me, called the deputy minister "Kolya" and said, "I have a wonderful student here. We should send him somewhere as a director. "Please," says the deputy minister, "let him come, we'll arrange something for him. "Everything is arranged," says the rector happily, "go." I should have told him that I didn't want to be rector; I wanted to do postgraduate studies. But somehow, inconveniently, we had already arranged it with the deputy minister. And I'm on my way. At the ministry, they immediately cut me out of the line. The deputy minister opened a card: "This is where we need principals: North Caucasus, Yuzhno-Kamchatka, Sakhalin. Where are you going?" And why do I need the North Caucasus? I've already been there. Kamchatka seems too close. "Well, let's go to Sakhalin." They made me a director. And my wife was in Maykop, waiting for me to register for graduate school. With the children because we already had two children: the oldest was three and a half, and the youngest was two. I called her in Maykop: Galya, get ready; we're leaving. "Where to?" - She asked. "To Sakhalin!" Well, to Sakhalin, then to Sakhalin. And off we go.

Photo: Repkin family farewell at the train station (1957)



Source: Family archive.

We arrived on the island of Yuzhno-Sakhalinsk in October. They told me: "Classes have started, directors are everywhere, it seems inconvenient to film. Maybe you could go as a director?" "Please! I didn't ask to be a director. Let's make it even better." But then the head of the personnel department of the education department intervened - she was an energetic woman. "He will go as the director of the orphanage in Gornozavodsk! We need a psychologist there! Well, an orphanage, then. Gornozavodsk is located south of Sakhalin, on the Tatar Strait. Subtropical zone. It's true, how the wind blows, how the frost howls [...] But then there's a wonderful fish - trout. Of course, if I had any experience, I wouldn't have taken this job. But I didn't know anything about orphanages. The orphanage was terrible, of course. The boys drink, smoke, and play cards. The cold is terrible. It's October, and the heat doesn't work. The fact is that the heating pipes are laid directly in the ground, with a small depth. What is Sakhalin soil? Humidity... No amount of insulation will help. We heat the earth, and the rooms are almost zero degrees. You need air, so it gets hot. The school is two kilometers from the dormitory. There's no road. Mud [...] I've never seen so much mud anywhere, up to my waist. How do the kids get to school? What the hell is psychology there when it's cold and the children don't study? I started knocking on the door of the district authorities: these problems are way beyond me, if I had more experience, I'd find alternative solutions; I'd show flexibility. And I'm on the right track. It got to

the point that at one meeting, I pounded my fist on the table: "Is there Soviet power here or not? How long are they going to abuse children?"

Photo: V. V. Repkin, G. V. Repkina and one of their daughters on the streets of Yuzhno- Sakhalinsk



Source: Family personal archive.

They didn't tell me anything, but my fate was sealed. In one day (!) they built sidewalks from the boarding school to the school and installed air heating. But they hinted to me: "There is an experienced person who knows the peculiarities of working in a boarding school..." That was the end of my one-month term as principal. I went to work as a teacher of Russian language and literature for children. I began to think about the problems of the psychology of learning [...] One thing was bad: my wife had nothing to do in the city. She's a pure psychologist! Reading about home economics? [...] Egyptian turnips with microfertilizers? She told me: "I can't stand it any longer; I'm going to Moscow to do my postgraduate studies. Her parents are on the mainland - Voronezh, Maykop. - "We're going" [...] She's gone. She's gone somewhere. And here's a phone call, on her birthday, June 7th. She called me herself [...] We talked a lot. I immediately placed an order [...] I paid 80 rubles for the conversation. The conversation was funny. She invited me to go to



Moscow for postgraduate studies. And I said: "I feel good here, too. I have a job, a three-room apartment..." Then I'll come back," she said. We ended the conversation by agreeing that she would come back.

Photo: N. V. Repkina and V. V. Repkin with their daughters Anotinina and Natalya (standing), and Alena (Kharkov, 1962)



Source: Family personal archive.

I went home and looked at the three rooms. I thought, "What is she going to do here, go back to teaching home economics? And the next morning I went to see Kolya, the head of the district. "Let me go," I said. "I'm going to Moscow." Strangely enough, he let me go.

I decided to go to Moscow to see A.N. Leontiev. We saw him almost every year, and he could never understand where I lived. "Somewhere in Siberia? We need to create a psychology department in Siberia [...]" "I talked to A.N. Leontiev, and he said to me:" Of course I'll take you to the graduate school; I'll take you. "But my wife and I have to go together..." "No, no, I won't take her, I can't." For some reason, he didn't like her. Well, that's when we separated.

We made different plans again. At that time, a letter arrived from Valentina Yakovlevna Laudis in Kharkiv inviting Petr Ivanovich Zinchenko to teach in the postgraduate program at the Institute of Psychology at the State



University. He was a well-known psychologist from a powerful group of important figures in Russian psychology.

We were going south to rest, through Kharkiv. We decided to stop and see Zinchenko. Pyotr Ivanovich and I talked in his house for only twenty minutes. He completely charmed us. A charming person. Clever boy. Would it be possible to drop him off somewhere? So we ended up in Kharkiv. But I had already defined my direction: the psychology of learning (the school of P. Ya. Galperin). And Zinchenko was busy with involuntary memory; why does he need a foreign diocese? But this is Zinchenko! Another would say goodbye. And he began to think about how to connect one thing with another... "Take care of memory," he says, "apply it to learning. But I understood that it wouldn't work because we couldn't really teach yet. We had to do the opposite: first organize the learning process and then study memory, and Zinchenko soon realized this.

Photo. From left to right: P. I. Zinchenko, G. V. Repkina, G. P. Grigorenko (first teacher of the experimental class), V. V. Repkin, F. G. Bodanski, R. V. Skotarenko (teacher of the experimental class)



Source: Available at: <http://bit.ly/2DhuREc>. Accessed on: October 30, 2018.

What was to be done? And then a brilliant idea came to me: let someone else take care of the study of memory and I of learning. At that time, Grisha Sereda was doing his postgraduate studies by correspondence. He was working as a teacher in Kupyansk and had just started his postgraduate studies. I spoke with him. He didn't care what he was going to do. And Zinchenko agreed. Grisha was transferred to the postgraduate school full-time, and things were going well. It was great!

I had to find a school for the experiment. I was offered a choice of two good schools - no. 116 and no. 36. I went to number 16. I met the headmistress. She listened to me in silence. Then she pressed a button: "All teachers must come to the principal's office!" They all came running. "Listen to him; it turns out we don't know how to teach children!" I started to make excuses: "You misunderstood me, of course they know, but life demands it [...] You can do better..."

In general, it was clear that the experiments couldn't be carried out in this school. Immediately afterward, I met Felix Grigorievich Bodanskii, the headmaster of School No. 62, and we quickly agreed. He didn't think he had learned how to teach children.

It was 1963. It was time to open the first class. We received Vasily Vasilyevich Davidov's notes. We made arrangements with an experienced teacher from another school. And suddenly, on September 1, she told us: "I would rather not work in this program. Well, what can you do in this situation? How can you make it so? Turn to other teachers - nobody wants to! And the days go by! 5 days passed in September, and the children stayed without lessons, did some nonsense, and played stupid games with the children. What could we do? We've tried everything - there are no volunteers. All that's left is a young teacher, Galya Grigorenko (19 years old, works with the 2nd grade). Bodansky says, "There's nothing we can do; let's put pressure on Galya. We invited her to the teachers' room. She immediately started to cry! "How are you?" "Yes, I know, you're making me..." Well, we felt weak. When she says "force," it means that in my heart I was afraid and resigned. They sat down next to her, and Galya called out: "I have my class; I love it. And I'll never love these experimenters."

Well, we did it. We got the gun and went to work. But for another six months, the teacher ran back to her kids. She'd go and try the class and then run back to her former students. It was a tragedy! The older children clung to her, and the new teacher was insulted. Eventually, it got to the point where she was categorically forbidden to go back to her old class. Six months later, there was no problem. They are now in seventh grade, and she still loves them like family. For a teacher, first

grade is first grade! Yes, Galya is talented; she has an innate pedagogical feeling: she sees every child.

Thus, in Kharkiv began a remarkable new stage in the biography of Vladimir Vladimirovich Repkin and the school of developmental learning inseparably linked with his name.

Vladimir Vladimirovich Repkin always remained "in the shadow" of his excellent colleagues Daniil Borisovich Elkonin and Vasily Vasilyevich Davidov. This is probably the reason his true role in the development of developmental psychology and pedagogy and its main axis - the theory of developmental learning - has not yet been properly assessed.

Without exaggeration, we can say: without the unique genetic modeling experiment of its kind carried out in Kharkiv under the leadership of V.V. Repkin in the 1960s-1980s, the system of developmental learning would remain purely experimental and would not be included in the practice of educational systems in Russia, Ukraine and other countries.

Vladimir Vladimirovich himself wrote in detail about the history of experimental and theoretical research related to the development of a system of developmental learning at the Kharkiv Laboratory in his book "Developmental Learning: Theory and Practice." [1] He also wrote about the development of the developmental learning system in his book "Developmental Learning: Theory and Practice.

However, it is necessary to recall some important facts from his scientific biography, which are strangely ignored by some scientists who continue to work on the problems of developmental learning.

Firstly, the personal contribution of V.V. Repkin to the theory of study activity. D.B. Elkonin's idea of study activity as a form of self-transformation of the subject and V.V. Davidov's position on scientific concepts as the specific content of study activity were complemented by V.V. Repkin. The most important hypothesis of Repkin is that the study activity in a child can arise only as a result of systematic restructuring of the existing forms of his activity. The model of such

restructuring proposed by him has become an integral part of the theory of learning activity (see DAVIDOV, 1996, pp. 170-181).

V.V. Repkin identified and described three types of study tasks, which differ in the content of their goals, conditions, and means of their realization. This made it possible to create the necessary conditions for solving two interrelated problems in the future: the problem of defining goals (objectives) of study activities and the problem of shaping this activity in the learning process.

V.V. Repkin was the first to formulate a hypothesis about two types of control in educational activity: control carried out in the form of attention and reflective control, which ensures that the plan of action corresponds to the actual conditions of its implementation. He showed that reflective control is "a psychological mechanism of significant prognostic evaluation of the performed actions, the negative characteristic of which is the starting point for the formulation of a new study task" (REPKIN; REPKINA, 1997, p. 162).

Photo. Vladimir Vladimirovich Repkin



Source: Family personal archive.

We should remember that in 1976-78 Vladimir Vladimirovich published a series of theoretical articles on the concept of learning activity, description

of its structure, formation of learning activity as a psychological problem, and conditions for its formation at school age. Written ten years before the publication of V.V. Davidov's book "Problems of Developmental Learning" (Moscow, 1986); these articles by V.V. Repkin remained the content of the only comprehensive theoretical book on the system of developmental learning, which has not lost its importance to this day.

In these early articles, V.V. Repkin showed that study activity passes through qualitative stages, each of which is characterized by a certain type of study task and a certain type of activity collectively distributed among the participants of the educational process.

In this way, the concept of the developmental content of the learning process became concrete and allowed us to understand it as the process of the student's becoming the subject of the study activity. The internal logic of the content construction and the choice of developmental methods of learning were revealed, determined by the objective logic of the formation of the study activity.

V. V. Repkin also studied and described for the first time the conditions of transition to independent forms of study activity and the mechanisms of its realization in adolescence.

Another important part of V.V. Repkin's research was related to the experimental substantiation of the theory of study activity, with the development of a genetic modeling experiment in the form of systematic schooling.

For several years, under his leadership, a new type of educational institution was created - an educational and experimental complex, where the problem of the relationship between the conditions of formation of theoretical knowledge and practical skills and habits was studied and implemented in school curricula.

It is known that V.V. Repkin, being not only a psychologist and teacher, but also a philologist, concentrated his efforts on the development of the Russian language course in the system of developmental learning. His search for the theoretical foundations of Russian orthography led him to the phonetic

theory of writing developed by representatives of the Moscow Philological School. Its provisions served as a basis for learning spelling in the early years of primary school. "Assimilation of the theoretical concept of the phoneme not only provides students with an opportunity to successfully master the general method of spelling, but also turns out to be the starting point for analyzing the system of linguistic concepts that reveal the nature, structure, and regularities of language functioning" (REPKIN; REPKINA, 1997, p. 146).

Photo. V.V. Repkin with a group of teachers taking part in a course at the Scientific and Methodological Center, Krasnodar, 1992.



Source: Available at: <http://bit.ly/2RwIToT>. Accessed on: October 30, 2018.

V.V. Repkin rightly believed that the content of developmental learning of the Russian language in the early years has a powerful general educational potential: language, in addition to its specific characteristics, obeys the laws of functioning and development of natural systems. The assimilation of methods of analysis and generalization in such language learning can acquire the significance of a general scientific method for students.

We haven't mentioned the names and surnames of many of Vladimir Vladimirovich's students who were part of his team in the 1960s-1980s: he talks about them in detail in his book. And his students are widely known today thanks to publications, dissertations, and textbooks. They went through V.V. Repkin's school, which is a school of the best psychological experiments, a school of theory



organically connected to practice, a school of intellectual development. It was in this school that the idea of a new type of teacher, capable of growing with his students, was born.

V.V. Repkin's biography, despite the depth of his contribution to the theory and practice of developmental education, is immeasurably richer and broader, as is the case with a person who received an elementary education and came from the environment of the "truth seekers" of the 1960s.

In the difficult years of prohibition and persecution of developmental education ("idle time", according to V.V. Repkin), he headed the Russian language department at one of the technical universities in Kharkiv and implemented the ideas of developmental education in the field of Russian language learning for foreign students.

In 1972, together with his colleagues, Vladimir Vladimirovich opened the Department of Psychology at Kharkiv University, where he taught undergraduate courses in general psychology, developmental psychology, and pedagogy.

Psychology as a science appears in V.V. Repkin's lectures and seminars in all its attractive complexity, contradictions, and problems. V.V. Repkin's lectures are not a collection of psychological knowledge and concepts; they are the key to thinking about the paths of development of psychological science and its historicity. Vladimir Vladimirovich talks to freshmen without disregarding "youth. He makes them read monographs, not just answer an exam using a textbook for pedagogical institutes. The first graduates of the Psychology Department of Kharkiv State University received a real university education, as V.V. Repkin allowed many of them to work successfully in many branches of theoretical and practical psychology.

V.V. Repkin's lecture notes could become an indispensable textbook for students of psychology faculties even today, when psychology has become a prestigious profession and the level of training of psychologists has paradoxically decreased, despite the abundance of domestic and foreign psychological literature. The fact that this is indeed the case can be seen in



the fragment of V.V. Repkin devoted to the problem of the psychology of imagination (REPKIN, 1975).

Vladimir Vladimirovich's judgments on the role of imagination, expressed many years ago (somewhat subjectively, as he himself noted), may seem disturbing to those who see the goals of developmental learning only in the assimilation of theoretical concepts. In fact, the lecture deals with the problem of developmental learning, the goal of which is to educate the personality of the child. V.V. Repkin shows that in addition to mastering the language of art as a form of materialized imagination, the education of the personality and creative thinking of the child becomes problematic.

Verification of these important dispositions is one of the tasks of further psychological research into the system of developmental learning in the stages of adolescence.

V. V. Repkin likes to emphasize that he is first and foremost a teacher. This is true because all his activities are inseparably connected with the child, who grows rapidly, changes, becomes more intelligent, and one day, on his own, leaves our care. Consequently - the breadth and depth of their thinking and creativity, their natural incompleteness.

Vladimir Vladimirovich Repkin today, forty years after the beginning of research in the field of developmental learning, continues his extraordinary pedagogical and life experience.

## Teoría del aprendizaje desarrollador (TAD) y V. V. Repkin: experiencia de estudio biográfico

### RESUMEN:

El texto reproduce íntegramente la entrevista que el filósofo, filólogo, lingüista, psicólogo y didacta ucraniano Vladimir Vladimirovich Repkin concedió al también psicólogo ucraniano Alexander Konstantinovich Dusavitsky. La entrevista fue inicialmente publicada en ruso en la revista *Вестник* (n. 10, 2002), del Centro Pedagógico “Experimental”, en Riga, Letonia, bajo la dirección de B. A. Zeltserman. El texto contiene, además de datos biográficos del filólogo y didáctico, una descripción clara y emotiva de su monumental obra a favor del establecimiento de las bases teóricas y metodológicas del sistema psicológico y didáctico Elkonin-Davidov-Repkin.

**Palabras clave:** Vladimir Vladimirovich Repkin. Teoría del aprendizaje evolutivo. Aportaciones teóricas y metodológicas.

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