V. V. Repkin's contributions to reflections on learning in the Study Activity that considers subjectivity

Contribuições de V. V. Repkin às reflexões sobre a aprendizagem na Atividade de Estudo que considere a subjetividade

Flávia Pimenta de Souza Carcanholo[1]

ABSTRACT

This article is the result of a section of doctoral research in Education. It aims to present a brief discussion on learning in the Study Activity from the perspective of Developmental Didactics, considering the subjectivity of the student. To achieve this, the theoretical foundations of the Elkonin-Davidov-Repkin System and the Theory of Subjectivity were used to elucidate new perspectives on the concept of learning. In addition, statements in the works of V. V. Repkin were identified, which contributed to finding reflections that brought the two studied theories closer together and indicated that learning is produced by the subject as a source, in activity, and in a subjective way. Finally, it is considered that this study prompts reflection on new theoretical perspectives on the concept of learning to contribute to the advancement of didactics.

Keywords: Learning. Study Activity. V. V. Repkin.

RESUMO

Este artigo é fruto do recorte de uma pesquisa em nível de Doutorado em Educação. Visa apresentar uma breve discussão sobre a aprendizagem na Atividade de Estudo pela perspectiva da Didática Desenvolvimental, de forma que considere a subjetividade do estudante. Para tanto, utilizou-se dos fundamentos teóricos do Sistema Elkonin-Davidov-Repkin e da Teoria da Subjetividade, de maneira que pudessem elucidar novas perspectivas ao conceito de aprendizagem. Juntamente a esses estudos, foram identificadas afirmações nos trabalhos de V. V. Repkin que contribuíram para encontrar reflexões que aproximassem as duas teorias estudadas e indicassem que a aprendizagem é produzida pelo sujeito enquanto fonte, em atividade e de maneira subjetiva. Considera-se, por fim, que este estudo suscita refletir sobre novas perspectivas teóricas sobre o conceito de aprendizagem para contribuir ao avanço da didática.

Palavras-chave: Aprendizagem. Atividade de Estudo. V. V. Repkin.

[1] PhD in Education from the Universidade Federal em Uberlândia (Uberlândia, MG, 2020). Effective professor at the College of Application of the Universidade Federal de Uberlândia - Brazil. Orcid. http://orcid.org/0000-0001-5583-9119. E-mail: flavia.carcanholo@ufu.br.

1 Introduction

The theme of learning in the educational sphere is of primary importance to contribute to the social function for which the school institution is intended. Schools, in general, have this function: to promote appropriate pedagogical and didactic conditions so that their students learn and develop in an ethical, political, emotional, social and creative way fundamental concepts of science and culture. However, to promote learning conditions, it is necessary to understand how students learn from a theoretical and epistemological perspective. Some questions can make this theoretical choice possible, such as: Who is this student? What subject is being taught? How does the subject learn? Do they learn only by doing? What are the fundamental aspects of learning? What types of learning are there? There are many questions and even more ways to find answers. Faced with these and other questions, research[2] has been carried out at doctoral level to try to clarify or even create further discussions in the context of the concept of learning, to rethink, criticize, and advance in new ways the establishment of didactic concepts and processes.

The research was carried out within the framework of the activities of Study and Research Group on Developmental Didactics and Teacher Professionalization (Grupo de Estudos e Pesquisas em Didática Desenvolvimental e Profissionalização Docente – Gepedi) and was the result of fruitful studies of this research group, which endeavored to deepen the problem of learning within the framework of historical-cultural theory. Together with the research carried out at Gepedi and the numerous studies already conducted on the subject, the doctoral research in question was based on the theoretical and practical precepts of study activity in the Elkonin-Davidov-Repkin system, immersed in developmental didactics. However,

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considering the research and theoretical concerns raised by the group, the theory of subjectivity has emerged as a theoretical perspective for understanding and interpreting differently the concept of the subject of learning studied so far. As such, this doctoral research and the section of this article emerge from the problems raised by Gepedi intending to deepen and reflect on learning beyond the studies already carried out, reconciling them with concepts from Subjectivity Theory. In addition, it was found that there are several studies on both theories, but research that brings them together in a reflective, dialogical, and transformative way has been a major challenge.

The present study is predicated on the challenging condition previously mentioned, with the objective of comprehending the concept of learning and the manner in which the didactic organization of the Elkonin-Davidov-Repkin System contributes to learning. In an unprecedented manner, it also endeavors to consider aspects of the subject's subjectivity in this didactic system. During this investigation, the definition of the subject who learns was broadened, encompassing inquiries that could complement the precepts developed in the system.

González Rey's studies of subjectivity theory were instrumental in formulating the thesis. Consequently, the Study Activity and the Theory of Subjectivity, which initially exhibited divergent and disparate definitions, were found to be capable of articulating and contributing significantly to the interpretation and congruence between the concepts of these foundations, thereby elucidating possibilities for understanding learning and this subject who learns. This entails a consideration of the manner in which the discourse on subjectivity is articulated with the Study Activity. In the context of the hypothetical construction of the thesis, Repkin identified innovative possibilities for studies. The objective of this article is to discuss Repkin's contributions to the problems and interpretative constructions of learning in the Activity of Study, considering subjectivity. It should be noted that this is a brief section of the study. The objective is to demonstrate how Repkin's studies have contributed to the elucidation and interpretation of numerous concepts

discussed. To this end, it is essential to commence by presenting the theoretical foundation that supported and developed the study and the problem: the Elkonin-Davidov-Repkin system and the Theory of Subjectivity.

2 The Elkonin-Davidov-Repkin system

The Elkonin-Davidov-Repkin system emerged concurrently with Developmental Activity Didactics, drawing inspiration from the theoretical framework of the works of L. S. Vigotsky, S. R. Rubinstein, and A. N. Leontiev. The objective of Developmental Activity Didactics is the self-transformation of the subject of the activity, in contrast to conventional Brazilian schools, where students merely need to memorize learning content. This transformative process occurs in a collaborative manner with the educator, within a school environment that fosters optimal didactic conditions for this developmental process to unfold. The didactic function is thus defined as the transfer of experience through modes of action, thereby enabling students to engage in creative activities. The theoretical underpinnings of this definition of function and modes of transfer are rooted in the seminal studies of S. R. Rubinstein (2017), A. N. Leontiev (1978, 1988, 2001, 2017), and, most notably, L. S. Vygotski (1991, 1998, 2009a, 2009b, 2017); L. S. Vygotski (1997a, 1997b, 1997c).

The studies carried out by the Elkonin-Davidov-Repkin didactic system took place primarily between the 1950s and 1980s (PUENTES, 2017) and were aimed at the learning and development of cognitive aspects and the student's self-transformation.

This system developed, among other auxiliary theories, the Study Activity Theory. This theoretical framework underpinning Developmental Didactics posits that cultivating a positive attitude toward learning from an early age is pivotal in fostering academic growth. The Elkonin-Davidov-Repkin system's pedagogical crux lies in the notion of "self-transformation of the

subject through the formation of theoretical thinking, which is based on the teaching of scientific concepts and mental actions" (PUENTES, 2017, p. 53).

The Elkonin-Davidov-Repkin system emerged at the same time as Developmental Activity Didactics, inspired by the theoretical matrix of the works of L.S. Vigotsky, S.R. Rubinstein, and A.N. Leontiev. The goal of Developmental Activity Didactics is the self-transformation of the activity subject, in contrast to traditional Brazilian schools, where the student only has to memorize the learning content. This self-transformation takes place in collaboration with the professor, in a school context that provides adequate didactic conditions for this developmental process to take place. In this way, the function of this didactic is to transmit, through modes of action, the experience of creative activity and to enable students to participate in this type of activity. This definition of function and modes of transfer was theoretically based on the studies developed by S. R. Rubinstein (2017), A. N. Leontiev (1978, 1988, 2001, 2017) and, above all, L. S. Vygotski (1991, 1998, 2009a, 2009b, 2017); L. S. Vygotski (1997a, 1997b, 1997c).

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This system developed, among other auxiliary theories, the Study Activity Theory. This can be considered as the essence of developmental didactics, which puts into practice the rules for developing the child's attitude to studying and thus stimulating learning from the earliest grades. The main content of this system is "the self-transformation of the subject through the formation of theoretical thinking based on the teaching of scientific concepts and mental actions" (PUENTES, 2017, p. 53).

In the Elkonin-Davidov-Repkin system, the content of the assimilated knowledge determines the intellectual development of the students, i.e., theoretical thinking, assimilation of scientific concepts, and generalized modes of action, which differs from the theoretical rules of another system also based on Vygotsky, the

Zankovian system, which considers that the method determines the intellectual development. Because of the data collected in the experimental classrooms, it was possible to verify that the students of the Elkonin-Davidov-Repkin system had a positive difference compared to the traditional local teaching in relation to the aspects of "the level of development of theoretical thinking, problem-solving, and self-learning" (PUENTES, 2017, p. 35).

2.1 The Study Activity

Study activity was developed within the Elkonin-Davidov-Repkin system at the end of the 1950s. It is based on the concept of activity developed in the studies of Leontiev (1978) as one of the main activities of school-age people. The other activities are play and work. It is characterized as a psychological mechanism that develops in the subject between the ages of 6 and 11, with the cooperation of the professor through monitoring and didactic organization, which enables the right conditions for learning, constituting in itself a process of solving tasks.

On the basis that there must be a change in the subject of the activity, through the assimilation of theoretical thinking and generalized modes of action that determine intellectual development, Repkin (2014) explains that there must be a change in oneself as the subject of the activity in order for the subject's self-transformation to occur. Based on this fundamental premise, it is understood that the concept of an active subject is established in activity, which develops intellectually. Activity exists only in the action of the subject, and these two concepts are closely related - subject and activity.

The components that structure the study activity are: "1) the study task; 2) the study actions; 3) the control actions; 4) the evaluation actions" (PUENTES, 2019, p. 113), which are dialectical components that overlap. It should be noted that this structure is based on the studies carried out by the authors between 1981 and 1990, incorporating the transformation of the student, the cognitive motives for studying, and the formulation of the study

task autonomously by the students in the study activity. Later in the decade, Davidov included two more elements: need and motive. This system was gradually developed over the years in its historical and logical movement (PUENTES, 2019). From 1959 to 2018, the structure of the Study Activity underwent several changes to constitute it in a complete way, as the concept of learning, development and creativity was revised.

2.2 Learning in the Study Activity

The learning process in the Study Activity establishes that the subject assumes the role of the one who internalizes knowledge, with a process from the external to the internal. It involves the transmission of knowledge culturally acquired by society and states that "the basic way is for children and adults to act together so that the latter gradually transmit to the former the ways planned by society for using objects" (ELKONIN, 2009, p. 217).

Thus, in the activity of study, the process of learning and development involves actions with objects under the mediation of adults, in a process of assimilation. According to Elkonin (2009, p. 216), "when studying this development, all actions with objects are considered, i.e., both the assimilation of the habitual [...] and the playful".

Still on the subject of the learning process, Elkonin (1999, p. 84 apud LAZARETTI, 2008, p. 58) explains the importance of the learning process for the child's development by stating, "the child's mind develops through learning. Everything that a child acquires in the course of his psychic development is given to him in an 'ideal' form and in the context of a social reality that is the source of his development". He also states that the learning process depends on two factors: "the content of the material to be taught and the activity of which the learning process is a part" (ELKONIN, 1999, p. 84, apud LAZARETTI, 2008, p. 58). Based on these theoretical principles and the periodization he advocates, it is possible to verify the point at which the learning of theoretical concepts begins and consolidates the child's entry into school. It is from this point that the theoretical

premises underpinning the Elkonin-Davidov-Repkin system and justifying pedagogical action at school age emerge.

Based on the stages of periodization, Elkonin (2009) reports that role-playing leads to aspects of development that lead to abstraction of concepts. In the game, the child has the opportunity to realize the action of the symbolic function for abstracting content and learning scientific concepts by representing an object or a situation by another element. This attitude reveals the preparatory cradle for abstraction of concepts necessary for learning contents at school age. From this perspective, Elkonin (2009) states that

> Preparation for schooling requires a certain "maturity" of the symbolic function. In fact, to learn to read, as well as to assimilate the rudiments of arithmetic, it is necessary to understand that the sign signifies a certain reality (ELKONIN, 2009, p. 327).

Elkonin (2009) refers to his study of play in the stage of protagonized play, where the child's learning and development takes place in the perception of rules through intervention and learning, and concludes that "when the rule becomes a conventional entity, this is an indication that the child is already ready to go to school" (ELKONIN, 2009, p. 396). This means that the child is moving into a new stage of development, and the main activity in this period is learning. Thus, for Elkonin (2009), learning is the result of social relationships and actions with objects. Adults are the mediators of these relationships. Learning takes place in a process of assimilation in which the child internalizes knowledge. Because of learning, the child's mind develops.

Speaking generally about the aspects of learning, Davidov believes that learning activates mental processes that would not be possible outside the learning process. This process is structured by components such as needs, motives, tasks, actions, and operations that are interwoven in the child's development. The path to learning is through theoretical generalization, in which there is an ascent from the abstract to the concrete. In this way, the student reproduces the universal and generalized form of the object, its essence, an analysis of the genetic relations that

make up the object. From this understanding, the student can think about the essence of the object studied to carry out investigations and to make connections.

In the learning activity elaborated by Davydov (2017, p. 219), students are led to solve problems that identify the genesis of the concept under study, "when learners do not receive ready-made knowledge, when they themselves reveal the conditions of its origin,", forming the theoretical thinking of the object of study. To achieve this, they follow an investigative path through the movement from the abstract to the concrete, which Davidov considers to be the student's learning activity, equivalent to the procedure carried out by scientists, who, according to the author, "reveal the results of their investigations through abstractions, generalizations, and substantive theoretical concepts, which play a role in the process of ascending from the abstract to the concrete" (DAVYDOV, 1986, p. 94).

Repkin conceptualized learning as the self-transformation of the student, who is the source of production and action in the activity. In the case of primary school students, learning takes place in the learning activity. This must be based on the needs and motives that lead to the solution of tasks presented in the form of learning, which includes study actions, modes of action, control, and evaluation actions. Repkin defines the student as the subject of learning, as the source of learning. In this way, the focus is not on theoretical thinking but on organizing the conditions necessary for the child to be the subject of learning. Thus, "in the process of learning, a task can only function as such if it is solved by the learner" (REPKIN, 2019a, p. 348), from the moment he accepts the professor's proposal but redefines it for himself with the modes of action available to him, thus structuring his study task.

The theoretical assumptions that conceptualized learning for Elkonin, Davidov, and Repkin underpinned the theoretical and practical rules of study activity developed in the didactic system they created. Although they had their studies, experiments, and theoretical definitions, all three shared similar theoretical principles and worked together, and for this very reason, it was possible to create the system in a unified way.

Thus, in the Elkonin-Davidov-Repkin didactic system, learning is the self-transformation of the student, who becomes more and more a professor of himself. In this way, the student is part of a process in which he moves from a guided study activity to an independent study activity and is thus transformed. Learning has a character of assimilation, in a process of internalization that makes the social experience individual as well as creative, to the extent that the student, as the subject of the process, becomes a personality, this being a state in which the subject self-regulates the activity he carries out.

3. The Theory of Subjectivity

Subjectivity Theory supports a concept of learning that is somewhat different from that conceptualized by the Elkonin-Davidov-Repkin system. The discussions and definitions of learning, development, and creativity in Subjectivity Theory are based on the work of González Rey (2005, 2010, 2012, 2014a, b; 2015a, b); González Rey and Mitjáns Martinez (2017); Mitjáns Martinez (2012), Mitjáns Martinez and González Rey (2017; 2012).

It can be considered that the core of Subjectivity Theory is the understanding of the way we subjectively produce in the world and not the world lived by people. It is the understanding of the peculiar way in which the human is constituted, with the psyche conceptualized as its generative character, in symbolic-emotional unity. By symbolic, the Theory of Subjectivity defines "all those processes that replace, transform, synthesize, systems of objective realities in human realities that are only intelligible in culture" (GONZÁLEZ REY, 2015b apud MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017, p. 55). Symbolic processes include signs, myths, language, metaphors, creative constructions, images, fantasy, and imagination that constitute a cultural heritage, not as linear productions, but as "everything capable of generating singular processes that are unrecognizable in directly lived experience" (GONZÁLEZ REY, 2015b apud MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017, p. 55). The symbolic is constituted inseparably with

the emotional, in a unique construction. Emotion is defined in this theory as "a process of somatic activation produced by an experience that can be external to the subject, bodily, psychic" (GONZÁLEZ REY, 2005, p. 215), and that goes beyond somatic and physiological registers, since social practices and the development of culture are included.

Subjectivity is constituted on an individual level and on a social level, in a complex, systemic, dialectical, dialogical way, in an act of production. One level does not determine the other since there is no deterministic relationship, but they evoke and dimension each other. "Each concrete individual expresses the processes of the society in which they live through their own subjective meanings, generated by the individual subjective configuration of their life experiences" (GONZÁLEZ REY; MITJÁNS MARTINEZ, 2017, p. 81). Their psychological functions are constituted in demand, in activity, and in need and are produced in the form of meanings and subjective configurations.

This concept of subjective meaning elaborated by González Rey is largely derived from the concept of meaning defined by Vygotsky (2017) as the set of all psychological aspects that appear in consciousness before the word, in the process of dialogue, which was called perezhivanie[3]. For González Rey (2014a; 2005), meaning is something more complex, referring to a production of ideas in the symbolic-emotional unit that goes beyond the production of meaning. Subjective meaning unfolds through an emotional system, symbolic productions, and memory that are updated and reconfigured as the subject lives the experience. For this reason, subjective meaning does not have a beginning or an end, it always unfolds into new meanings, it reworks itself based on what emerges in the course of the

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[3] *Perezhivanie* is the Russian term used by Vygotsky to refer to the process he describes in the text entitled *The Problem of the Environment in Pedology* (VIGOTSKI, 2017). Some translations of this term, such as "emotional experience" and "living experience", are not entirely adequate. The term *perezhivanie* is understood as a psychic unit, as an internal, spiritual process, which is usually lasting, this being a psychological state of the subject, which integrate the logic of feelings and ideas (GARCEZ; PUENTES, 2017, technical reviewers of VIGOTSKI, L. S., 2017). To ensure the reliability of the attribution of the concept in Vygotsky's work, we will keep the term written in the Russian language.

experience, defining what the person feels, motivates and generates in this process (GONZÁLEZ REY, 2014b).

Subjective meaning is a fundamental attribute of subjective configuration because it is through the flow of different subjective meanings in the course of an experience that the most stable subjective states are expressed, thus constituting the subjective configuration and specifying dominant subjective states. These organizations emerge in the activity and relations that make up the present, in a system of networks of subjective meanings.

According to the theory of subjectivity, the very act of learning produces different subjective meanings that are constituents of the subjective configurations that participate in this process and that can generate new subjective meanings. In this action, not only the cognitive apparatus is needed, but also "affections and social conditions, especially the quality of the relationship with the other that will mediate this process" (MONTE; FORTES-LUSTOSA, 2012, p. 169). In this learning process, it is necessary to consider the individual and social subjective configurations that are perceived by the individual and contribute to new subjective meanings, transforming the perception of information based on the subjective resources they have and their mode of operation. School learning should not be seen in a deterministic way, but as part of the social subjectivity of the student. "To the extent that we can advance in our understanding of the complexity of learning, we will be in a better position to design educational strategies that favor it" (MITJÁNS MARTINEZ; GONZÁLEZ REY, 2012, p. 79).

By understanding how the subject learns, it is possible to think of better ways to contribute as an organizer and collaborator in this process and achieve better levels of learning. From this perspective, González Rey (2014b, p. 39) points out that school teaching should be organized through conversations and dialogues that lead students to reflection and allow them to "take positions, a process that facilitates emotionality in the activity of learning". In this process of learning, which takes place in a singular way but is constituted in individual and social subjectivity, Mitjáns Martinez and González Rey (2012) clarify that

the types of learning depend on the student's condition in terms of their subjective configurations of the action of learning, as well as their involvement in this process. Thus, to study learning, it is necessary to understand subjectivity in its close relationship with the social world in which the child lives and with the symbolic and emotional productions configured in each specific child uniquely.

4. Learning in the Study Activity with Subjectivity in Mind

While the Study Activity verifies whether the child has learned and established a purpose for the problem, the Theory of Subjectivity constructs interpretations through the subjective configurations of learning that the child has produced in the symbolic-emotional unit.

Both the theory underlying the study activity and the theory of subjectivity assume that learning takes place in the activity. Based on the studies carried out and the hypothetical theoretical constructions, it can be assumed that the two theories can contribute to student learning, they don't have to be mutually exclusive, and they can be complementary. In fact, by identifying what the two theories have in common regarding the definition of the subject, we can see that the two foundations complement each other, bringing them closer to a single definition: when the student is a subject, is involved, is a source, sets purposes, creates, produces in symbolic and emotional unity, creates goals, modes of action, he learns. This is the creative subject, and "the study activity is essentially related to the productive (or creative) thinking of students" (DAVIDOV, 2019, p. 231). This is one of the functions of the school, to cooperate in the formation of creative students, emphasizing and considering their subjective productions of the learning process.

Thus, in order to consider the subjectivity of learning in study activities, it is necessary to change the way we analyze, interpret, and produce data about the activity carried out. By changing the way we look at the same action, by highlighting and considering different manifestations and productions of the students, not only during the activity, it is possible to produce interpretations

and construct indicators that contribute to identifying learning as a subjective process. In other words, although the Study Activity didactically proposed a process focused on cognitive development, learning is in itself a subjective production. In order to get closer to this definition, some indicators were collected using the methodology of constructive interpretation[4]. In this way, the aim was to understand learning in the light of the definition established in the Elkonin-Davidov-Repkin system, but to consider the possibility of subjective existence in the subject's involvement in the activity. Thus, in an activity based on the precepts of the Elkonin-Davidov-Repkin system, which calls itself cognitivist, in which only the subject learns, the first step was to identify, through the principles of constructive interpretive methodology, that students learn in the study activity, but implicated by the symbolic-emotional, configuring subjective and creative productions of the learning process.

Therefore, throughout the study, indicators have been highlighted for this purpose, since they emerge during the process and include each other, like chains of meaning. "By articulating different indicators, it becomes possible to develop more consistent hypotheses that will gradually lead to the theoretical model that emerges from the research" (GOULART; GONZÁLEZ REY, 2017, p. 29). An indicator cannot stand alone; it must be articulated and related to the other indicators, allowing the construction of new, more consistent indicators.

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[4] The Constructive Interpretive Method consists of an investigation that differs from other methodologies that begin with a mechanical explanation. Research participants must first be motivated to participate in the research process by being immersed in a social scenario. Once this social scenario has been created, which includes all the dialogues between the researcher and the research participants, in an inviting situation between the parties involved, arousing interest and curiosity, in a living relational plot, it is possible to build knowledge that involves the participants based on their needs (GONZALEZ REY; MITJÁNS MARTÍNEZ, 2017). Any situation or resource used that allows the subject to express him/herself in the relational context of the social setting of the research can be defined as an instrument. The instrument in qualitative research accompanies the entire process, using the construction of indicators that lead to hypotheses and interpretive resources. The instruments are not applied, they are tools of provocation, of tension during the dialogue, which elicit the expressions of the subjects involved.

Taking into account the subjectivity of the subject, three categories of indicators were created to show the conditioning aspects of the subject's learning in the learning activity: *The relationship between intention and action in the elaboration of the purpose of the study activity; The indication of the symbolic-emotional unity in the study activity; and The mutual existence: subject and activity.* It is worth remembering that the categories are intertwined in a chain of relationships.

4.1 Repkin's Contributions to the Production and Interpretation of the Indicators

In each of the indicators produced, interpretations were made based on the study activities carried out in the research and deeper theoretical studies, using the studies of developmental didactics and subjectivity theory. At various points in these theoretical interpretations, we identified in Repkin's studies the possibility of bringing the two theories closer together and thus understanding that learning in the Study Activity occurs in a productive and subjective way. Thus, in each of the indicators created and presented below, only Repkin's contributions to these interpretations are highlighted.

4.1.1 The Relationship Between Intention and Action in Developing the Purpose of the Study Activity

In order to develop the purpose of the study activity, according to the Elkonin-Davidov-Repkin system, the child produces the study task, formulates a cognitive goal and plans his actions to solve the problem. However, during the implementation of the Study Activity in the field research, through the construction and interpretation of the indicators, it became clear that the child produces this action to the extent that his or her intentions are mobilized to do so.

Intention also requires implication, attitude, volition, and trust, since intention is produced by the person, by the subject as a source, even if there are external motivating and instigating situations. "Intention is a complex act of conduct, indirect by its internal nature, which moves the individual to achieve an end without its own

stimulating force" (BOZHOVICH, 2020, p. 25). Once the intention is determined, it is possible to determine the purpose, which creates the criteria for solving the study task. There are other issues related to the development of the purpose identified in the research, such as their subjective productions related to the challenge, how they deal with the new, their previous experiences, the relationship they establish with make-believe... and which contribute to the child developing the study task required for the proposed situation.

Repkin and Repkina (2019, p. 40) contribute to this issue by explaining that "when actions are motivated by the subject's interests, these interests become necessary and acquire a deep personal meaning, becoming the core, the germ of future abilities and needs". Still on this issue, the student's learning in the study activity will depend on his understanding of the modes of action to be established by him, so it is understood that "this is the objective that determines the student's position in the process of DA[1] as the position of the subject who defines new study tasks for himself. In fact, it is impossible to define a task from the outside" (REPKIN; REPKINA, 2019, p. 51). The study task is always set by the person himself, who has to establish an intention for such an act. The professor collaborates in various ways, through didactic organization, instigating questions, a difficult situation established from the zone of proximal development, observing and interpreting the subjective productions of this student and considering them as the subject of his learning in the activity.

Based on these statements, it is understood that the elaboration of a purpose for solving a problem situation in the learning task requires the recognition of the subjective production of the person, the aspects of the symbolic-emotional unit, their protagonism, and the subject as a source, as elucidated by Repkin.

4.1.2 The Symbolic-Emotional Unit Indicative in the Study Activity

The stages of the Study Activity, established in its elaboration as study tasks, study actions, and control and evaluation actions, must recognize that

the purpose becomes a fundamental part of the path that the individual must follow. In order to formulate a task, it is necessary for the personal meaning to condition the reception of the difficult situation, the elaboration of the problem situation, and the study situation, so that the study task can finally be established by the subject. Asbahr (2019, p. 202) warned, "if the study activity has no real meaning connected to the subject's own motives, the activity becomes formal and merely reproductive".

It is important to emphasize that the study activity is guided by a system of different motives, some of which are essential and others secondary, which can vary according to the age and uniqueness of the child. Repkin (2019b, p. 381) states that "the activity is multimotivated, which means that it is not related to one but to a set of needs". In addition, according to this statement, the genesis of motives can be diverse and specific to each student, and it is not possible to separate symbolic and emotional actions, which are intertwined in their multimotivations.

In making this reservation, it is necessary to assume that the actions of the study activity take place when there are motivations, intentions, implications, desires, and thoughts in unity, so that, faced with a new difficult situation, the necessary modes of action are produced by the subject. From this perspective, it is understood that for the individual to develop as a subject in the activity, "it depends on the motives that stimulate the student to learn and give a personal meaning to what he does. Therefore, these motives are at the same time integral components of the study activity, as well as its content and structure" (REPKIN; REPKINA, 2019, p. 58). This personal sense shows the extent to which the emotions and uniqueness of the subject must be considered.

However, considering these subjective productions doesn't mean that they all contribute to the solution of the study task, but they help to deepen the dialogues and constitute situations that help children to leave their comfort zone and configure new ways of thinking. At the same time, the emergence of the subject in these dialogical experiences occurs through their subjective involvement in the

activity, based on the student's individual experience, which opens up new avenues of subjectivization. In this regard, Repkin and Repkina (2019b) clarify that:

> The development of the child as a subject begins in the first months of life, and at the beginning of schooling, they have a rich experience of communication and the simplest actions of self-transformation. However, their abilities as a subject are limited to actions that in one way or another are based on their own individual experience (REPKIN; REPKINA, 2019, p. 35).

Experiences, memory, and the emotions aroused by what has been lived and which must be used to resolve present situations, indicate that there is a relationship between the past and the future, and constitute their current subjective productions. These permeate the chance of the person constituting himself/herself as a subject in an activity in which it is not possible to separate him/her from the symbolic-emotional content experienced and implicated in the experiences.

4.1.3 Mutual Existence: Subject and Activity

The two theories used, Developmental Didactics and Subjectivity Theory, have points of convergence on the concept of subject, although not in their entirety. On the other hand, the crucial difference between the two points is that the Elkonin-Davidov-Repkin system, coming from Developmental Didactics, defines the subject without adequately recognizing the emotional aspects that constitute the genesis of its formation, indicating that cognitive production takes place independently. In Subjectivity Theory, the subject is concrete, singular, social, and cultural, and its learning takes place as a subjective production that is symbolic, emotional and in tension with activity. For Chaves (2019), defining the organizing principles of knowledge and understanding the subject as one who generates and produces meaning is fundamental to breaking down the boundaries between cognitive and affective, symbolic and emotional.

The consensus found on the concept of subject in the two theories was:

- The subject is the center of study;
- The subject's self-transformation is the source of its development;
- Good learning is that which leads to the development of the subject;
- The subject must emerge in order to transform reality and itself;
- The subject's emergence takes place in its zone of proximal development;
- Each process is social and collaborative;
- The condition of the subject is only possible in activity.

Among all these aspects, the way of conceiving the mutual existence of subject and activity is what contributes to theoretically sustaining and supporting the indicator that only those who emerge as subjects in activity learn. The condition for the existence of subject and activity is the establishment of this relationship, without one overlapping the other, but in a reciprocal way, mutually constituting subject and activity. "The subject, who is the one who produces subjective meanings, does so because it lives this dialectical and complex process of experience that it realizes in the relationships it establishes with others, with nature, and with itself" (CHAVES, 2019, p. 230). The subject exists in this dialectical and complex state, in this process.

Thus, in the two study activities carried out in the field research, it became clear, through the constructive interpretive methodology, that this condition and the mutual existence of subject and activity become fundamental for learning to take place. Therefore, the child must be the subject of the activity. This condition was emphasized by Repkin and Repkina (2019b) in order to consider the importance of the subject beyond the development of actions and operations, as it is the condition for the existence of activity and learning.

> The development of thinking while ignoring the logic of the development of the student as the subject of learning is simply impossible. That is why the Kharkov researchers concluded that the main goal of the learning system aimed at preparing students for creative activity is not the development of thinking itself, but the development of the student as a subject of developmental

learning, who needs to think in order to solve his problems (REPKIN; REPKINA, 2019, p. 35).

One manifestation of this relationship was analyzed in the study activity on grouping. The relationship established in the intervention was one of constant dialogue with the child, as it was a way of interpreting what they were thinking and also, in a collaborative way, provoking difficult situations in the child that would lead them to elaborate on the problem situation. However, each child responded in his or her own way to each comment made, whether it established the purpose of the activity. Furthermore, as long as the child was not the subject of the activity, they did not establish the purpose. For Repkin (2019b, p. 377), the subject is "the source of activity, it is the mode of its existence, and in no other way, except in activity, does it exist. It is the child itself that must determine the purpose of activity because "where man creates, there he is subject" (REPKIN, 2019b, p. 377). Listening and reproducing do not produce, so it is not enough to learn if the person has not produced it. The same can happen in a class, where the professor thinks he has taught, and the student has learned. If the student hasn't worked out for himself the purpose of the problem situation, driven by his intention, he won't learn; he will be left trying to reproduce something that is external to him but which doesn't generate learning.

Repkin (2019b, p. 393) warned against this when he asked: "What kind of activity can contribute to the emergence of study activity? The essence of study activity is the activity of play, which gradually becomes study." Repkin adds to the role of play by stating that

> We can conclude that the activity of playing creates the conditions for the emergence of the activity of studying. In particular, in the activity of play, one of the most important properties of the psyche arises and develops - imagination, without which it is impossible to propose the goal and predict the future result (REPKIN, 2019b, p. 394).

Even if this wasn't considered in the classroom, the children found a way to resume this activity because it was one of the accesses to the learning process. At the same time, we must not lose sight of the fact that there is an essential difference between the activity of study and other activities (games, work, etc.), and that this difference lies in "the fact that its aim and result is not a change in the object with which the individual acts, but the transformation of the individual as the subject of action. This is the difference between study activity and any other" (REPKIN, 2019b, pp. 375-376). However, symbolic play was still an important activity for the development of the children in the field study and for the constitution of the mutual existence of subject and activity. Repkin (2019b, p. 376) adds that "the child does not play in order to become more intelligent. Its task lies in an external object: to simulate as well as possible a certain system of human relations," and in this way play has a meaning for the child, "it is a wise and irreplaceable way of assimilating the system of human relations".

Thus, both in the main activity of play and in the activity of study, the student becomes a subject when he is in one of these activities, mutually involved.

5. Final considerations

This study encourages reflection on the learning process, immersed in the Elkonin-Davidov-Repkin system, beyond a cognitivist process, as it considers that in this process the student produces subjectively in the activity he carries out. In order to better, understand this problem, in addition to the theories studied: the didactic system and the theory of subjectivity, important contributions to the dialogue and reflection of these hypotheses about learning were found in Repkin's own studies.

The actions carried out during the research gave the students the opportunity to produce the problem situation, but there was no guarantee that everyone would arrive at the same study activity, since it was up to each student to produce it. From this perspective, the student "is obliged to construct his action himself, relying on a model, on the one hand, and on the

other hand, on the help of an adult who will interpret certain 'nodes' of the model that establish their connection with the elements of a concrete situation" (REPKIN, 2019a, p. 350). This process is individual because each student has their own historical and social construction of their development, even though there is this relationship between autonomy and collaboration. It happens in a singular, unique way because it involves their previous experiences, subjective meanings of learning, emotions, memory, knowledge, and individual motives.

> Teaching that transmits ready-made knowledge is not conducive to development and often inhibits it. The situation changes significantly, however, when the elements of cultural and historical experience are not transmitted to the students, but recreated by them together with the professor. In this case, learning functions as a form of development, i.e., the two processes merge into one. Therefore, it is this type of learning that is characteristic of a system designed to prepare students for creative activity. This obliges us to present the development of the need for creativity as the main goal of such a system (REPKIN; REPKINA, 2019, p. 34).

The same situation of contradictory modes of action will reflect differently on each individual, since it is the subject who learns and not the professor who teaches. In this way, it is understood that an appropriate activity is one that acts at the limit, in that situation that cannot be achieved by the solitary action of the student, but that becomes feasible with the collaboration of the professor, "because only with collaborative activity do the actions of the individual gain a new meaning" (REPKIN, 2019a, p. 349), that is, working in the zone of proximal development.

Finally, it is considered that this brief study provides insights into the definitions of student learning, but that it requires reflection on new theoretical perspectives, on the subject as a source, producer of its learning, in a subjectively produced activity, from a perspective of self-transformation and self-development.

In this way, it is necessary to consider that a didactic organization does not imply a stiffening of pedagogical actions. On the other hand, didactic conditions, properly organized by the teacher as collaborator, provide the opportunity for the student to be in a study activity as a subject, producing new ways of solving the problem. Furthermore, considering that this activity is produced subjectively by the subject, this gives rise to fruitful actions for the teacher, such as being attentive at all times to the direct or indirect expressions produced by the students, considering the unpredictability, the concrete, singular subject, in a dialogical, dialectical, recursive and subjective process in the multiplicity of relationships established.

Contribuciones de V. V. Repkin a las reflexiones sobre el aprendizaje en la Actividad de Estudio que consideren la subjetividad

RESUMEN:
Este artículo es el resultado de una investigación doctoral en Educación. Su objetivo es presentar una breve discusión sobre el aprendizaje en la Actividad de Estudio desde la perspectiva de la Didáctica Ddesarrolladora, considerando la subjetividad del estudiante. Para ello, se utilizaron los fundamentos teóricos del Sistema Elkonin-Davidov-Repkin y la Teoría de la Subjetividad, con el fin de aclarar nuevas perspectivas sobre el concepto de aprendizaje. Además, se identificaron afirmaciones en los trabajos de V. V. Repkin que contribuyeron a encontrar reflexiones que acercaran las dos teorías estudiadas e indicaran que el aprendizaje se produce por el sujeto como fuente, en actividad y de manera subjetiva. Se considera, en última instancia, que este estudio invita a reflexionar sobre nuevas perspectivas teóricas sobre el concepto de aprendizaje para contribuir al avance de la didáctica.

Palabras clave: Aprendizaje Desarrollador. Actividad de Estudio. V. V. Repkin.

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