

He was capital-P professor.
He felt the school's breath very well¹²

Ele era um professor com letra maiúscula.
Ele sentiu muito bem o sopro da escola³⁴

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ABSTRACT

The text serves as a witness to the masterful work done by V.V. Repkin as a scientist, psychologist, and teacher of the Russian language, with whom the author had the opportunity to work for more than twenty years. Additionally, it highlights Repkin's other equally important contributions to the creation of research centers in various regions and cities, as well as teacher training institutions in Kharkiv, Tomsk, Riga, Samara, and elsewhere. Finally, the text mentions the practical side of the Professor, beyond his theoretical activity, including his ability to enchant, and infect, his incredible sense of humor, and above all, his tireless pursuit of perfection in his work.

Keywords: V.V. Repkin. Developmental Learning. Human Qualities⁶.

RESUMO

O texto aborda com caráter de testemunha a obra magistral realizada por V. V. Repkin como cientista, psicólogo e didata da língua russa, com o qual ela teve a oportunidade de trabalhar por mais de vinte anos. Além disso, resgata seus outros aportes, não menos importantes, na criação de centros de pesquisas em várias regiões e cidades, bem como instituições de formação de professores em Kharkiv, Tomsk, Riga, Samara etc. Por fim, faz menção ao lado prático do professor, para além da atividade teórica, a sua capacidade de enfeitiçar, contagiar, seu senso de humor incrível e, sobretudo, sua busca incansável pela perfeição do trabalho.

Palavras-chave: V. V. Repkin. Aprendizagem Desenvolvimental. Qualidades humanas.⁷

¹ Text published in Russian with the original Russian title “Владимир Кудрявцев. Последний из могикан РО. Памяти Владимира Владимировича Репкина”, a column by Vladimir Kudryavtsev in the electronic newspaper ‘Education News’, on April 11, 2022, at 22:30 in Moscow, Russia. It is available at <https://tovievich.ru/news/10627-vladimir-kudryavcev-poslednij-iz-mogikan-ro-pamjati-vladimira-vladimirovicha-repkina.html>

² Translation by Roberto Valdés Puentes.

³ Texto publicado em russo com o título original em russo “Владимир Кудрявцев. Последний из могикан РО. Памяти Владимира Владимировича Репкина”, coluna de Vladimir Kudryavtsev no jornal eletrônico “Education News”, no dia 11 de abril de 2022, às 22:30 de Moscou, Rússia. Está disponível em <https://tovievich.ru/news/10627-vladimir-kudryavcev-poslednij-iz-mogikan-ro-pamjati-vladimira-vladimirovicha-repkina.html>

⁴ Tradução realizada por Roberto Valdés Puentes.

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⁶ Summary in Portuguese and Spanish written by the translator based on the content of the article.

⁷ Resumo em português e espanhol redigido pelo tradutor com base no conteúdo do artigo.

On April 11, Vladimir Repkin, an esteemed teacher, psychologist, and linguist, passed away. He was a pioneering figure in the field of developmental learning, contributing to the psychological and didactic system of developmental learning. Repkin's literary contributions include textbooks on the Russian language for elementary students, which were developed using the principles of developmental learning.

Vladimir Vladimirovich Repkin was a cherished teacher for over two decades, and his loss continues to be deeply felt. At the age of 94, he passed away, leaving behind a substantial scientific legacy that continues to elude full comprehension. His departure represents a significant loss, a profound loss... A genius has passed. Vladimir Vladimirovich passed away on April 11, 2022. Notably, his passing occurred during the week of the Annunciation, a time believed by Orthodox Christians to be the moment when the souls of the departed ascend to heaven. Vladimir Vladimirovich's intellectual vitality and social engagement persisted until the end of his life, as evidenced by his prolific authorship of articles, which he dictated to his daughter Natalya Vladimirovna Repkina. His latest works focused on the problem of the study task, the formation of the subject position of the teacher of developmental learning, and the professional training of teachers.

Vladimir Vladimirovich was not only a teacher to me, but also a good friend who supported me in the difficult moments of my life, taking part in all the important events, whether it was the defense of a dissertation, the birth of children, or marriage.

I frequently visited his residence while collaborating on the development of textbooks. Vladimir Vladimirovich was an affable individual who took pleasure in hosting numerous individuals at his residence. I recall the convivial evenings I spent in the company of his extended family, during which we would render the musical compositions of Bulat Okudzhava, a genre that Vladimir held in high esteem, on the guitar. It is widely acknowledged that Vladimir Repkin is a preeminent psychologist and linguist, as well as a co-developer of the theory of

developmental learning. However, it was due to his efforts that this theory was adeptly implemented in the distinctive model of the inaugural developmental learning textbook, as well as in other instructional materials.

Vladimir Vladimirovich, together with his co-authors, has created a comprehensive teaching material for the Russian language, including a unique primer, workbooks and a comprehensive dictionary exclusively for schoolchildren, in which words are considered simultaneously in different linguistic aspects. Not everyone knows that he has also developed the first systematic Russian language course for grades 1-9, with a whole series of experimental textbooks for grades 5-8, which could well be considered teaching materials for in-depth study.

Photo. E V. Vostorgova, V. Repkin and two co-workers in Lugansk, 2002.



Source: https://web.facebook.com/elena.vostorgova/photos_by

He also began to organize many teacher-training centers, including in Moscow, Tomsk, Riga, and Samara and, of course, in Kharkiv, where he lived for a long time and ran a scientific laboratory.

He tried to show children the beauty, harmony, logic and wisdom of language.

Few people know that in 1993-94, in the first federal list of textbooks, when variability was in its infancy, there were only three works in the "Russian language. The first was the classic textbook by T.G. Ramzaeva, the second was a book on the L.V. Zankov system of developmental learning written by A.V. Polyakova, and the third was V.V. Repkin's textbook for the D.B. Elkonin-V.V. Davidov system.

Vladimir Vladimirovich, in his book on the Russian language for younger students, interpreted complex linguistic concepts in an accessible way based on academic science. No one else was able to do this. He tried to show children the beautiful, harmonious, logical and wise arrangement of language as a system of signs. In addition, he managed not only to show this to children, but also to make the study of the mother tongue the most effective means of developing children's thinking, cultural attitudes, and love for their own language. Because we can only really love what we can immerse ourselves in, only what arouses our interest, fascinates us, gives us pleasure to be in this space.

Linguist, psychologist, teacher-practitioner

I'd like to share with you some interesting facts from V.V. Repkin's biography. He was a versatile and well-educated man. A linguist by vocation, he first entered the Faculty of Philology of Moscow State University. Unfortunately, he didn't manage to graduate from the university, because soon after entering the university he became seriously ill with dystrophy⁸ - it was a hungry post-war period. Because of his illness, he had to take a leave of absence and return to his parents in Maykop. There he entered the Faculty of Philology at the local university and after graduating began to work as a language teacher.

⁸ Muscular dystrophy is a group of disorders characterized by muscle weakness and atrophy of genetic origin that occurs due to the absence or inadequate formation of proteins essential for the functioning of muscle cell physiology, the main characteristic of which is the progressive weakening of the muscles and which can be aggravated by the absence of adequate nutrition.

In 1952, V.V. Repkin returned to Moscow and entered the Moscow State University again, but already at the Faculty of Philosophy, and then, when the Department of Psychology was opened, he was transferred to it and successfully graduated in 1957. At the same time, Vasily Vasilyevich Davidov studied at the Faculty of Philosophy of Moscow State University. After graduating from the university, Vladimir Vladimirovich was offered the opportunity to stay on for postgraduate studies. However, together with his young family, he chose another option and went to work in Sakhalin - teaching Russian at a boarding school, of which he became the principal after some time. I sometimes hear from colleagues that V.V. Repkin is a theoretician and probably far away from the school. As you can see, it's not true. He is a real teacher and a brilliant teacher who has looked to the future.

In general, V.V. Repkin paid special attention to the positions and roles of the teacher in the conception of developmental learning. These are the most important accents that Repkin placed. He was a man of very bright charisma, a fascinating speaker, and he always knew how to establish a dialogue with teachers - both with those who came to his course for the first time and knew nothing about developmental learning, and with the authors of other programs.

The central method of developmental learning, according to V. V. Repkin, is the joint solution of the learning task in class. Who with whom? Not only children with each other.

Here V.V. Repkin was quite categorical. In his opinion, it is necessary to talk about the joint solution of learning tasks in the conditions of collectively distributed activity, in which the teacher himself is an indispensable participant.

He carried, infected, bewitched

After Sakhalin, Vladimir Vladimirovich moved with his family to Kharkiv, where in 1963, in the famous School No. 17, he organized a Laboratory of Developmental Learning, which successfully carried out

experimental work for more than two decades. Over the years, a colossal amount of work was carried out, thanks to which experimental materials on Russian language and mathematics were created. His students and colleagues worked with him: Anna Mikhailovna Zakharova, Elvira Ivanovna Aleksandrova, Vadim Aleksandrovich Levin, Svetlana Vladimirovna Lomakovich (Kramskikh), and Larisa Ivanovna Timchenko, Tatyana Vadimovna Nekrasova, Irina Petrovna Staragina and many other talented scientists. V.V. Repkin created a completely scientific school. He charged, infected and fascinated those around him with his talent, while remaining a very self-critical and modest person.

I met Vladimir Vladimirovich in 1991. I was lucky enough to hear his lectures at regular teacher training courses in Kharkiv. A few years later, by chance, I entered the "cage" of his associates and certified methodologists. And a few years after that, there was a sharp transition from the elementary to the four-year level, and V.V. Repkin involved me in the development of new textbooks. I well remember how all of us, his comrades-in-arms, conducted classes according to the new program, and Repkin himself stood at the blackboard. He was a capital teacher. He felt the breath of the school very well, and he felt the child very well.

When we were working on the textbook and sitting in a circle (there were usually three of us: Tatyana Vadimovna Nekrasova, V.V. Repkin, and me), Vladimir Vladimirovich would ask us to formulate a question to the child and imagine how the student would respond to the answered question.

Tatyana Vadimovna and I would offer options. Then, of course, without insisting, V.V. Repkin asked: "Do you have any other options? Well, what else can they (the children) tell us about it? Therefore, he tortured us to exhaustion.

In addition, until we came up with all the possible answers, we couldn't move on, because our next question in the book, or the next task we had to formulate, depended on the range of possible answers from the intended child. It was an incredible school of authorship and the greatest intellectual pleasure.

Jokes, aphorisms and a strong word

V.V. Repkin, among other things, worked with the text of the textbook in a qualitative and scrupulous way, leaving practically no room for the editor and even the proofreader. Tatyana Vadimovna and I used to joke among ourselves that the most difficult thing in our work with V.V. Repkin was to stop him in time and get a relatively complete text through our joint efforts.

Because that's what usually happened. We were finishing something, we had been sitting with V.V. Repkin for many hours in a row, and it seemed to us that we had written a good paragraph text, polished it, changed all the examples already 150 times, edited all the questions, thought everything through to the smallest detail, put in all the commas and full stops, and, closer to midnight, finally finished our work. And the next day, when we arrived at V.V. Repkin's, hoping to move on to the next paragraph, he suddenly said to us: "You know, I've revised everything. In my opinion, yesterday's text is not good."

V.V. Repkin was a man with an incredible sense of humor; he loved jokes and a strong word.

A sense of humor is known to be an indicator of intelligence, an indicator of a certain depth of understanding of the essence of things. And, of course, V.V. Repkin liked to quote the aphorisms of his favorite teachers - A.N. Leontiev, A.R. Luria, and P.I. Zinchenko. All this was very interesting and pleasant to listen to while having tea in a small kitchen. However, V. V. Repkin himself literally made aphorisms and jokes on the way. Well, here's one of them. He said, "Here they say to children - choose related words, but you still have to show them where they lie!" Sometimes, referring to V.V. Repkin, I quote some of his jokes while reading my lectures.

He was like that. And we loved him. Today I think it was the most important meeting of my life, the best time I had with him, the best work. I'm incredibly lucky.

Era un maestro con mayúscula. Sintió muy bien el aliento de la escuela

RESUMEN:

El texto aborda, a modo de testigo, la magistral labor realizada por V. V. Repkin como científico, psicólogo y profesor de la lengua rusa, con quien la autora tuvo la oportunidad de trabajar durante más de veinte años. Además, rescata sus otras contribuciones, no menos importantes, en la creación de centros de investigación en varias regiones y ciudades, así como instituciones de formación docente en Kharkiv, Tomsk, Riga, Samara, etc. Por último, se hace mención a la vertiente práctica del profesor, además de la actividad teórica, su capacidad de hechizar, de contagiar, su increíble sentido del humor y, sobre todo, su incansable búsqueda de la perfección en su trabajo.

Palabras clave: V. V. Repkin. Aprendizaje del desarrollo. Cualidades humanas.

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