

## Presentation<sup>1</sup>

### Dossier

#### The 100th anniversary of Foundations of Defectology and the Selected Works within L. S. Vygotsky's studies

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The present Dossier is a publication of *Obutchénie: Journal of Didactics and Pedagogical Psychology*, a periodical brought by the Group for Studies and Research in Developmental Didactics and Teacher Professionalization (GEPEDI) and the Graduate Program in Education of the Faculty of Education at the Federal University of Uberlândia (UFU). Its theme consists of **the 100th anniversary of Foundations of Defectology and the Selected Works within L. S. Vygotsky's studies**, articulated around the following axes: Axis 01: Matters of the theory and history of psychology; Axis 02: Issues of General Psychology; Axis 03: Issues of the development of the psyche; Axis 04: Child Psychology; Axis 05: Foundations of Defectology; Axis 06: Scientific Legacy.

Six articles were approved and will be published in a bilingual version, both in Portuguese and English. These articles address topics related to the selected works, which are important contributions insofar as studying Lev Semyonovich Vygotsky (1896–1934) represents a return to the genesis of the history of psychology from a historical and cultural approach. The aforementioned theorist lived for a short time, in the context of the post–Russian

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Revolution of 1917, producing what may be considered the basic foundations for the development of Marxist Psychology. Many of the concepts studied and researched within this Russian psychological approach up to the present day are developments of the writings of L. S. Vygotsky and his contemporaries.

The first article, *The Place of Psychological Theory in Education*, presents education as a field of study and of social, cultural, and historical practices—a synthesis of forms of knowledge. Around it orbits a multitude of satellites: Psychology, Sociology, Anthropology, and other sciences. In the present text, two ways of understanding the relationship between psychological theory and educational research are examined, particularly with regards to Special Education. The first one, the instrumental perspective, understands the educational field as a large laboratory for the application of psychological laws and principles. The second one, the perspective of a concrete psychology, in accordance with L. S. Vygotsky's view, understands education as a synthesis of knowledge linked to the concrete world of social life and therefore sees it as greater than any particular science, which grants it the power to guide the investigation of its satellite sciences. This second way of thinking about the relationship between psychological theory and education, by inverting the vector, allows for an expansion of the horizons of Psychology, enabling it to set foot on the ground of the world of the living.

The article *The Political Dimension of Lev S. Vygotsky's Studies in Defectology: Revisiting Conceptions and Formulations* addresses L. S. Vygotsky's theoretical-methodological assertions regarding Defectology and places them in perspective in the twenty-first century. Its aim is to focus on the conceptual core of studies on disability, considering the explanatory principles and the political dimension of his theorization, which envisages human development prospectively and the role of education in such process. Based on a theoretical study, the analysis focuses on Vygotskian writings, situating the historical context of their production and highlighting the heuristic value of their theses. The article examines the new proposal for investigation and intervention that emerges in historical-cultural theory concerning the education and development of persons

with disabilities. From this, social education is highlighted as a construct that lies at the core of Vygotsky's elaborations in Defectology, underscoring the political force of this premise, which revitalizes the theory in contemporary times and thus drives the struggle for a socially oriented, participatory, and emancipatory public education.

In the writings on the *Instrumental Method in Vygotsky's Work: Advances and Obstacles in the Investigation of the Child's Cultural Development*, the author presents L. S. Vygotsky as a major critic of psychologists who disregarded the importance of culture for child development. It was through the instrumental method that he identified the role of cultural tools in the development of higher psychological functions during ontogenesis. The article presents the antecedents of this method and highlights that it is the result of multiple influences. It discusses how the method was used in empirical research focused on the genesis of the child's cultural behavior. Finally, it argues that the recognition of the limitations of the instrumental method led L. S. Vygotsky to develop a new research program, which was only initiated by the author in the final years of his life.

The text "*Curricular Adaptations: Actions for Inclusion in Educational Institutions*" was developed based on activities carried out within an Extension Project coordinated by faculty members of the Pedagogy Program at the Institute of Human Sciences of Pontal, Federal University of Uberlândia. The project was implemented in a public state school in Ituiutaba, Minas Gerais, serving a group of 43 students from the early years of elementary education. The activities involved preliminary assessment work conducted by 17 volunteer students from the aforementioned program and one scholarship student from the second semester of the Pedagogy course, during the 2019 academic term. The article addresses a preliminary assessment conducted with 5 (five) of the 12 (twelve) children evaluated by the scholarship student and another student. To carry out the social diagnosis (ANACHE, 2001), we analyzed the children's knowledge in reading, writing, and basic mathematical skills. During the implementation of the activities related to the social diagnosis, it was found that some of the

complaints presented by the school did not correspond to the initial assessment carried out by the scholarship student and the volunteer student. One example is the case of Antonella (fictitious name), who was referred for evaluation by the Project for not knowing how to read or perform the four basic mathematical operations; however, the student performed very well in the proposed activities, revealing only a high level of shyness.

The article *A Discursive Analysis of the Terms Обучение (Developmental Learning) and Воспитание (Education) in the Foundations of Defectology in L. S. Vygotsky (1924–1931)* proposes a discursive analysis of the terms Обучение (Developmental Learning) and Воспитание (Education), with the general objective of examining the conceptual field of the aforementioned terms in L. S. Vygotsky's writings on the *Foundations of Defectology* (1924–1931). The methodological approach was characterized by an investigation of the dimensions of the conceptual and discursive field, based on the identification and analysis of the terms Обучение (Developmental Learning) and Воспитание (Education) in the Russian version and in their translations into Portuguese, using digital translation platforms such as Google Translate and DeepL Translator. The results made it possible to significantly identify the term *obutchénie* with the meaning (sense) of developmental learning in the texts that comprise the *Foundations of Defectology* in L. S. Vygotsky, as well as to confirm the relevance of the term *воспитание* (Education) as a mobilizing factor of learning and development processes in typical but, especially, in atypical children.

In the article *Vygotsky and the Historical-Cultural Conception: Contributions to Teacher Education*, the authors seek to reflect on the historical-cultural conception and the contributions of L. S. Vygotsky's theory, analyzing its influence on teacher education within the Pedagogy program, based on the perspectives of undergraduate students from the Federal University of Tocantins (UFT), Arraias Campus. To this end, the study begins with an examination of child development through a bibliographic review grounded in key theorists of this conception, such as Aleksei N. Leontiev, Alexander R. Luria, and Lev S. Vygotsky. The article

also presents an empirical study conducted with students from the Pedagogy program at UFT–Arraias, aiming to report data collected online through a remote data-gathering survey using the Google Forms tool. Five students participated in the study, sharing their perceptions of the contributions of the historical-cultural conception to teacher education. Finally, in line with Vygotsky (1987), the study understands the relationship between language and thought as the core of all psychological development. To comprehend how children’s learning processes occur, it is necessary to understand the social interactions between children and adults. Following the study conducted at UFT–Arraias, it was possible to observe how students perceive the importance of the historical-cultural conception within teacher education and the relevance of L. S. Vygotsky’s theories to contemporary challenges, highlighting the need for curricula that incorporate the studies of this theorist in an interdisciplinary manner.

## References

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