

Memory and cultural-historical psychology: a narrative literature review

Memória e psicologia histórico-cultural:
uma revisão bibliográfica narrativa

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ABSTRACT

This research aims to map scientific production on memory from the perspective of cultural-historical psychology. The relevance of the theme lies in its approach to memory, which is not centered on the individual, or as a mere mental faculty, but as a product of human interactions that transforms culture and the subject who interacts through it. To map the materials produced in the last twenty years on the subject of interest, the CAPES journal platform was used. The 71 articles found were categorized by region of publication, year of publication, area of knowledge, topics of study and main authors and works referenced in the studies. The analysis of the found material reaffirmed the theoretical soundness of cultural-historical psychology and the relevance of studies on memory to contemporary issues, with an emphasis on studies in educational and human development contexts. On the other hand, it revealed the urgency of interdisciplinary articulation, connecting the assumptions of cultural-historical psychology with other areas such as history and anthropology, aiming to expand the scope and relevance of knowledge about memory in the face of current challenges.

Keywords: Memory; Cultural-Historical Psychology; Narrative literature review.

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RESUMO

A presente pesquisa tem por objetivo mapear a produção científica sobre memória a partir da psicologia histórico-cultural. A relevância da temática se dá pela abordagem sobre a memória não centrada no indivíduo, ou como mera faculdade mental, mas como produto das interações humanas, que transforma a cultura e o sujeito que por meio dela interage. Para mapear os materiais produzidos nos últimos trinta e sete anos sobre o assunto de interesse, foi utilizada a plataforma de periódicos CAPES. Os 71 artigos encontrados foram categorizados por região de publicação, ano de publicação, área do conhecimento, temas dos estudos e principais autores e obras utilizados nos diferentes estudos. A análise do material encontrado reafirmou a solidez teórica da psicologia histórico-cultural e a relevância dos estudos sobre memória para questões da contemporaneidade, com destaque para estudos em contextos educativos e de desenvolvimento humano. E por outro lado, revelou a imperiosidade de uma articulação interdisciplinar, conectando os pressupostos da psicologia histórico-cultural com outras áreas como a história e a antropologia, visando expandir o alcance e a pertinência do conhecimento sobre a memória frente aos desafios atuais.

Palavras-chave: Memória; Psicologia Histórico-Cultural; Revisão bibliográfica narrativa.

RESUMEN

El objetivo de la presente investigación es mapear la producción científica sobre la memoria desde la psicología histórico-cultural. La relevancia del tema radica en el enfoque sobre la memoria no centrado en el individuo, o como mera facultad mental, sino como producto de las interacciones humanas, que transforma la cultura y al sujeto que a través de ella interactúa. Para mapear los materiales producidos en los últimos veinte años sobre el tema de interés, se utilizó la plataforma de revistas CAPES. Los 71 artículos encontrados se clasificaron por región de publicación, año de publicación, área de conocimiento, temas de los estudios y principales autores y obras utilizadas en los diferentes estudios. El análisis del material encontrado reafirmó la solidez teórica de la psicología histórico-cultural y la relevancia de los estudios sobre la memoria para las cuestiones de la contemporaneidad, con especial destaque para los estudios en contextos educativos y de desarrollo humano. Por otro lado, reveló la imperiosa necesidad de una articulación interdisciplinaria, conectando los supuestos de la psicología histórico-cultural con otras áreas como la historia y la antropología, con el fin de ampliar el alcance y la pertinencia del conocimiento sobre la memoria frente a los retos actuales.

Palabras clave: Memoria; Psicología Histórico-Cultural; Revisión bibliográfica narrativa.

1 Introduction

This paper aims to analyse what the literature on memory from a cultural-historical psychology perspective has to say, through a narrative-based literature review. Among the main contributions of cultural-historical theory, it is imperative to highlight

the critical examination of psychological paradigms dating back to the time of its emergence and which remain relevant to the current landscape, highlighting the inseparability of the biological, social and cultural aspects of human development in the study of psychology (Zanella, 2014, 2020). Some of the most pertinent contributions concern signs as socially produced symbolic instruments for sharing and appropriating reality, and the understanding that higher psychological processes—namely, voluntary attention, concept formation and forms of memory—are constituted through cultural practices (Zanella, 2014, 2020).

It was in the context of the Soviet Union (USSR), shaped by the clash between mechanistic and idealistic approaches to psychology in the 20th century and grounded in the principles of dialectical historical materialism, that the group of researchers known as the Vygotsky Circle emerged: Lev Vygotsky, Alexander Luria and Alexei Leontiev, alongside other researchers who actively contributed to the development of the cultural-historical theory (Bovo; Kunzler; Toassa, 2019).

The theme of memory appears in the writings of the three authors as a human construct and a learning process, produced by one's own experiences or through the appropriation of others' experiences, and whose defining characteristic lies in the human capacity to actively access memory through the mediation of signs, as well as the capacity to imagination based on the memories of others.

We can state that, for Vygotsky, memory constitutes the imaginary and is permeated by emotions, derived from the uniquely human capacity to observe and reflect on the passage of time, and presents itself as a social activity through which the individual becomes a subject, transforms and is transformed (Smolka, 2000).

Memory, like other higher psychological processes, depends not only on the use of brain functions (recollection, in the case of memory), but on the appropriation of external means of cultural development and thought, such as language, writing, calculation and drawing, which are signs.

Memory can also be understood as a phenomenon whose nature is collective, relational and constructive (Halbwachs, 1990). In other words, individual memory is a manifestation of the social dimension in the individual, whose effect on reality arises from the interplay with collective memory and is permeated by connections with people, groups and places; it is not, therefore, an isolated fragment of life. Both in its individual

dimension and in its broader aspect, memory is a continuous phenomenon, which means that it is not a repetition of what happened in the past, but a reconstruction made from the point of view of the present.

Following this line of understanding of the human condition, this study sought to map the scientific literature on memory from cultural-historical psychology's perspective, identifying both classic and recent works from different fields of study and expanding the possibilities for the production and application of knowledge in psychology.

2 From the search for materials to the analysis of texts

This study is characterized by qualitative research, thus allowing in-depth analysis without neglecting elaboration (Minayo, 2014). It consists of a bibliographic study in the form of a narrative review – also known as an exploratory narrative literature review – a research method that provides a broad overview of the scientific literature on the chosen subject, without requiring access to all available material on the topic (Rother, 2007). In short, a narrative review does not involve the systematisation of data, but uses it to explain the chosen subject without becoming overly extensive (Cavalcante; Oliveira, 2020).

The literature search strategy was based on the electronic repository of the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES). On the platform, open-access articles were found covering the period from 1988 to 2025, and only those that had undergone peer review were selected. In the advanced search tool, a combination of broader and more specific search terms was used, such as the names of authors who are relevant to the theme of this paper. Using the terms "memory" and "Vygotsky", 10 studies were found; using the subject headings "memory" and "socio-historical theory", two studies were found; and using the terms "memory" and "Leontiev" and "memory" and "Luria", nine studies were found in each case. Finally, using the descriptors "memory" and "cultural-historical psychology", 25 studies appeared. A search was also conducted for articles associated with Vigotski using all possible spellings of the name ("Vygotsky", "Vigotski" and "Vigotsky").

Following the initial phase of searching and defining the material, duplicate articles were spotted and excluded; only those in Portuguese, Spanish or English were selected and publications that clearly did not meet our inclusion criteria – such as articles

dealing with tangential topics – were eliminated. This process of searching, screening, reading and selecting resulted in a collection of 71 articles, which served as the foundation for the construction and analysis of subcategories in this study.

Next, the fields of knowledge covered by the texts, the years and geographical locations of publication were identified. With regard to the field of knowledge, 28 of the 71 articles focused on the humanities, including history, philosophy and psychology. A further 29 articles focused on education, five were in the fields of linguistics, literature and the arts, and nine were in the health sciences. A chronological analysis of the articles revealed that, between 1988 and 1995, three articles were published, whilst between 2000 and 2005 there were also three articles; between 2006 and 2010, seven articles; between 2011 and 2015, 12 articles; between 2016 and 2020, 31 articles; and between 2021 and 2025, 15 articles. The highest concentration of publications occurred between 2016 and 2020, with 31 articles, followed by the period from 2021 to 2025, with 15 articles. In the time periods prior to 2000, from 2000 to 2005 and from 2006 to 2010, we found a smaller number of publications, indicating an upward trend during the 2010s.

In terms of geographical region, the majority of articles produced in Brazil originate from the south-eastern states (17 articles) and the southern states (11), followed by the central-west (eight) and the north-east, with five articles each, and finally the north (one article). Among Latin American countries, Argentina has four articles, Mexico has four as well, Cuba has three, Colombia has two, and Chile, Uruguay and Venezuela have one paper each. Spain contributed with seven papers, Portugal and Russia have two each, and finally, Kazakhstan and Canada have one article each.

In the second phase of the research, we proceeded to read the texts in their full length and build categories as such: a) research themes addressed in the publications and b) the main authors and texts used in studies on memory. The analysis of the articles sought to identify central matters in our research. The content of each article was examined in depth to determine its potential contribution to the field of memory studies within cultural-historical psychology. The analysis of the articles was based not only on their individual relevance, but also on their ability to collectively provide an overview of the discourse on memory from the perspective of cultural-historical psychology.

3 What research has been carried out on memory from a cultural-historical perspective?

The process of reviewing the research topics culminated in the identification and analysis of a number of subcategories: Studies on Memory; Neuropsychology and Development; Teaching and Learning in the School Environment; Teaching, Learning and Art; Collective Memory and Identity – Heritage and Art; Memory in the Health Field and Others.

"Studies on Memory" is a subcategory comprising 12 articles that focus specifically on the study of memory, directly addressing the subject matter of this study. The material analysed examines memory from various angles, focusing on its social and historical construction and its development. Many of these articles draw on the works of Leontiev and Vygotsky: for example, in the article "Everyday Life and Meaning: Approaches to Memory in Humberto Giannini", the author Nelson Vergara Muñoz (2011) explores memory as a social and historical construct. Meanwhile, the article "The formation of memory in psychological development: a contribution to education" by Inumar and Palangana (2019) discusses how memory is formed from a cultural-historical perspective. Other articles in this subcategory analyse Aleksei N. Leontiev's research on memory and its significance in Soviet science, defending the legitimacy of the author's model.

An analysis of the articles revealed a multifaceted approach, and several papers explore the contributions of key figures such as Leontiev and Vygotsky in depth: for example, the article "Aleksei N. Leontiev on memory and its significance in Soviet science" by Anton Yasnitsky (2020), which explores contributions to the psychology of memory within the context of the Vygotsky–Luria Circle. The articles also extend into the field of education, with the article "The development of mediated memory in children with Down's syndrome through dance activities", which discusses how the development of mediated memory can be fostered in recreational contexts (Santos; Viotto Filho; Ponce, 2013). Meanwhile, the case study "Processes of becoming aware of memory deficits: a case study" analyses memory in clinical settings (Schewinsky; Ghiringhello, 2002). There are also investigations into memory in relation to other functions, such as language, as in the research paper "Funes, the Man with a Perfect Memory by Borges: is remembering living?", which analyses the relationship between memory and forgetting based on the work of Jorge Luis Borges (Scalia; Fontana, 2023).

With 16 articles, the subcategory "Neuropsychology and Human Development" focuses on the relationship between neuropsychology and development, frequently drawing on Luria's approach and his assessment tools, such as the Luria-Nebraska Battery. The battery is an assessment tool that emerged in the 1980s, which aspires to provide a comprehensive analysis of brain functions in adults and adolescents. Developed by Charles Golden, the battery is based on the theories of the Soviet neuropsychologist Alexander Luria and comprises 11 clinical scales that assess various areas, such as motor, tactile, visual, language, writing, arithmetic, memory and intellectual procedures. Its main purpose is to identify neurological deficits and map brain lesions, thereby aiding in the diagnosis and rehabilitation of patients with various conditions (Herreras, 2007).

We have identified studies that demonstrate a sound theoretical understanding of Luria's battery of tests: for example, the paper "Neuropsychological intervention in adolescents with learning difficulties", which demonstrates the effectiveness of neuropsychological intervention based on the cultural-historical approach and states that the methodology was inspired by Luria to analyse the neuropsychological mechanisms that affect learning (Agundis; Sánchez, 2013). Similarly, the article "Assessment of memory and learning processes in children" (León-Carrión et al., 1993) proposes an assessment tool for memory and learning that is directly based on Luria's neuropsychological theory. These two perspectives suggest that, whilst the simple validation of an instrument may focus on the tool in isolation, other studies demonstrate the power of Luria's theory when considered as a lens for analysis and intervention. The article "Cognitive, philosophical and educational implications of the pathologist's work" (Pena; Andrade-Filho, 2006), in turn, exemplifies this theoretical appropriation by proposing a model for pathological diagnosis based not only on Luria, but also on Vygotsky and Maturana, integrating concepts to underpin the diagnosis of complex mental processes.

Thus, whilst the battery of tests serves as a point of convergence, a tension emerges between the pragmatic application of a tool and a deeper understanding of the theory underneath it, pointing to a field in which cultural-historical theory continually seeks to consolidate its clinical and educational relevance. Another relevant article is "Neuropsychology of the temporal lobe: Luria's and current

conceptions" (Aversi-Ferreira et al., 2019), which compares Luria's findings on brain lesions and their implications for speech, hearing and memory with recent findings from imaging technology.

The subcategory "Memory in the Field of Health" comprised three articles that addressed memory from a clinical and neuropsychological perspective, focusing on deficits and interventions related to health conditions. In this regard, we analysed the article "Neuropsychological Deficits Associated with Alzheimer's Disease" (Céspedes et al., 1995), which compares patients with Alzheimer's disease to healthy subjects to identify the neuropsychological deficits associated with the disease, including difficulties with verbal expression and concept recognition. A second article, "Effects of continuous positive airway pressure treatment on cognitive functions in patients with severe obstructive sleep apnoea" (Jurádo-Gámez et al., 2016), investigates the efficacy of CPAP therapy in improving cognitive deficits in patients with sleep apnoea.

The subcategory "Teaching and Learning in a School Environment" comprised 17 articles exploring how memory and other higher psychological functions are developed in the educational setting. One of the studies, "Adults with intellectual disabilities: Aspects of literacy and literacy skills" (Ribeiro; Broglia, 2025), examines how adults with intellectual disabilities acquire reading and writing skills, emphasising the social function of writing. "The role of storytelling in the development of secondary school pupils" (Barbosa; Souza, 2018) investigates how imagination—a higher psychological function—is fostered through storytelling, resulting in the creation of social situations conducive to development. In turn, the article "Mediating processes in the formation of the reader: a cultural-historical analysis" (Gibim; Gomes, 2019) analyses the formation of the reader from the perspective of cultural-historical psychology, highlighting the internalisation of cultural signs and language as a mediator between consciousness and the collective, and the role of memory in the re-elaboration of lived experience.

The corpus of articles analysed demonstrates conclusively how the contributions of cultural-historical psychology have been applied to gain a deeper understanding of educational processes. The theory in question is far from being merely a conceptual framework for the educational context; rather, it offers a lens through which it is possible to analyse learning as a complex, socially and culturally

mediated activity rather than an individual and isolated process. The studies highlight several areas: in neuropsychology, where Luria's theories assist in the assessment and intervention for learning difficulties; in the understanding of memory, viewed as a higher-order, socially constructed psychological function that is fundamental to the internalisation of knowledge; and in discussions on teaching and learning in various contexts, ranging from school settings to arts-based education.

The subcategory "Teaching, Learning and Art" contains four articles and highlights the role of art in teaching and learning in the development of memory and imagination. The paper, "Photographs as a pedagogical tool to strengthen reading and writing skills" (Vera Romero; Allende Hernández; Villamizar de Camperos, 2018), investigates the use of photographs in workshops to develop reading and writing skills, observing the activation of cognitive functions such as perception, attention, memory and language. Regarding the results: photographic texts improved the students' perception and interpretation through creativity and curiosity, whilst also promoting greater collaboration during lessons, although textual and grammatical skills were not fully developed. In another article, entitled "Hugo's Invention: a teaching proposal based on the seventh art" (Romero, 2016), cinema is used as a mechanism for understanding culture and recovering cultural memory. Finally, "Music at School: a contribution to the development of children's memory and imagination" (Carvalho, 2015) focuses on the impact of music on children's cognitive functions and emphasises the role of music in the development of memory and imagination in children.

The studies analysed demonstrate that artistic activities, such as the use of photography, film and music, act as mediators in the development of higher psychological functions. When incorporated into the school setting, art contributes to students' holistic development, stimulating their cognitive and affective functions in a playful manner. However, Vygotsky (2010, 2024) advocates art as an end in itself and vehemently opposes "aesthetics in the service of pedagogy", reduced to a means of illustrating concepts, promoting morality or developing purely cognitive skills. Art is recognised as a higher-order symbolic system, a form of cultural production which, when experienced, demands a complex constructive activity on the part of the individual. Thus, the power of art lies in a complex process of coming to terms with

the feelings that the work of art evokes (Vygotsky, 2010, 2024). It is the realisation of this aesthetic act that enables higher psychological functions, such as creative imagination, voluntary memory and abstract thought, as an organic consequence rather than as a primary didactic purpose.

We have also created the subcategory "Collective Memory and Identity – Heritage and Art", featuring 16 articles that explore memory as it is often linked to cultural identity, heritage and art. They examine historical events and artistic expressions that contribute to the construction of a group's memory. The article "Art and Memory: From Artistic Creation to the Formation of Aesthetic Senses", by Isis Conrado Haun (2017), analyses the relationship between memory, imagination and creativity in artistic production, from the perspective of Vygotsky's school of thought. Another relevant study is "The Heritage of Pain Revisited: how transitional justice and the National Truth Commission (CNV) contribute to the construction of the hidden memory of those affected by the Araguaia Guerrilla Movement" (Canabarro; Silva; Strücker, 2021), which addresses the importance of revisiting historical events for the construction of individual and collective memory.

Finally, the last subcategory was "Other studies", comprising three separate studies that do not address memory itself; whilst these do not fall within the scope of this research, they may prove of interest in future when using memory in one's argumentation.

By examining the validity of the authors' work, investigating its development in specific contexts, and exploring memory in clinical situations and specific phenomena, the articles reinforce the central thesis that memory is not merely a biological capacity, but rather an active and dynamic construct. This variety of topics, ranging from the rehabilitation of brain injuries to the analysis of literary works, confirms the relevance and richness of the cultural-historical perspective for a comprehensive understanding of memory in its social, historical and individual dimensions.

4 Who contributes to studies on memory within cultural-historical psychology?

To map the field of memory studies, we created the category "Authors and Works", bringing together key works and figures that have addressed the issue of memory. We identified the main references used by the analysed articles when discussing memory besides the authors from Vygotsky's Circle whose names appear

among the subject headings. Among the authors researched, Leontiev's name appeared in eight articles relating to the study of memory; four of these concerned the analysis and implications of Leontiev's and Vygotsky's works on the development of memory and other psychological processes, the theory of activity, and higher psychological functions (HPF). Luria's name, in turn, appeared in 15 texts; of these, five had Luria's neuropsychological battery as their main theme, and another five involved an analysis of higher psychological functions in which memory featured. The remaining studies addressed mediated memory, literacy, artistic creation, literary analysis and historical analysis of the works of Leontiev and Vigotski. It is worth noting that, although the Luria-Nebraska neuropsychological battery is frequently cited in studies on the assessment of cognitive functions, we did not investigate evidence of its current use in depth. The only article from the last decade that cited it was a review in which the sources used to discuss the battery dated from previous decades. Vygotsky's name, for its part, appeared in 23 articles, the titles of which included artistic creation, mediated memory, memory and imagination, places of memory, cultural practices, literacy, child development and higher psychological functions, the majority of which referred to their applicability in schools or educational settings.

Still on the subject of articles that cite Leontiev's works as references, particular mention should be made of the book "The Development of the Psyche" (in the 1978 and 1983 editions), cited in two articles for its exploration of development in terms of the individual's relationship with culture and history (Rossler, 2004); and "The Development of Memory", which appeared in three articles, although only Vygotsky's preface was used. This preface was originally written in 1932 and published separately as a pamphlet, based on a premise of self-criticism and clarification regarding certain topics, such as the relationship between higher and elementary forms of memory, biological and cultural aspects, and the importance of age in the development of memory. The preface itself was also one of the texts identified in the keyword-based search, recently published in the thematic dossier "Memory and Meaning" by the journal "Cadernos CEDES" in 2020. The text takes into account the evolution of research on higher psychological functions and clarifies the author's use of terms that might be interpreted in a way that skews the results he obtained. As an example, one might cite the substitutive nature of the development of higher forms of memory, where it was clarified that, although the translation and certain

gaps in explanation might suggest that elementary forms are eliminated as more complex forms develop, this was not the author's intention (Vygotsky, 2020). In this respect, the explanatory preface, the analysis and the various texts that make up the dossier enrich the reading experience by filling in the gaps in the author's explanation and in the translations the work has undergone.

Finally, the book "Razvitie pamiati. Eksperimental'noe issledovanie vysshikh psikhologicheskikh funktsii [Development of memory: Experimental research into higher psychological functions]", published in 1931, was cited in two English-language articles in its Russian version (the title was translated into English in the article's reference), as it addressed memory performance under various memorisation conditions (with and without figures) and the development of higher mental processes based on stimulus signs (Meshcheryakov, 2020).

The work bearing Luria's name that appeared most frequently amongst the references in the studies found was the book co-authored with Vygotsky: "Studies on the History of Behaviour: Apes, Primitive Man and the Child", cited in seven articles, all of which referred to the original 1996 edition. The book includes a preface explaining the historical and political context in which it was written, as well as Vygotsky's personal circumstances at the time of writing. The book in question comprises three essay-style chapters which aim to trace the psychological evolution of primates closely related to humans through to child development, taking into account the history of human behaviour and the process of cultural internalisation in children (Nascimento, 2013). Through experimental studies, the authors found that almost all psychological processes previously considered natural were, in fact, learned through social interaction. (Vygotsky; Luria, 1996).

Meanwhile, among the articles written by Luria, the following were frequently cited: "The Mind of a Mnemonist: A Little Book about a Vast Memory" (1968 and 1987 editions, not translated into Portuguese) and the "Courses in General Psychology" (Volume 1 – 1991 and Volume 3 – 1999). In "A Little Book about a Vast Memory", Luria explores memory through the fictional biographical narrative of a man with a perfect memory, revealing the results of his studies on memory as well as aspects of the character's personality related to his inability to forget (Luria, 2002). Now, in the first volume of "Courses in General Psychology", Luria (1991) defines the subject matter of

psychology, discusses higher psychological functions and recounts the historical development of psychology as a science and its philosophical influences, whilst in the third volume the focus is on the functions of attention and memory, their determining factors, neurophysiological mechanisms, types, methods of study, development and pathologies, as well as specific aspects of memory, such as retention, consolidation and figures/images (Luria, 1999).

The book “Language, Development and Learning”, which comprises texts by Vygotsky, Luria and Leontiev, appeared in a search result, specifically the 2006 edition. From this book, the chapter written by Luria, “The Development of Writing in Children”, was used. In it, he links the use of culturally learnt signs that evoke memories to the learning of writing.

When regarding Vygotsky as the main author, the most frequently cited work amongst the studies was his “Selected Works”, specifically Volume 3 – “Problems of the Development of the Psyche”, which appears nine times. In this volume, Vygotsky addresses the structure and genesis of higher mental functions, the development of spoken and written language, mathematical operations, mnemonic functions and behavioural control. Of the other volumes of the Selected Works, Volume IV appeared three times and Volume II once. Volume IV is entitled “Problems of Child Psychology” and includes his works “Pedology of Childhood” and “Pedology of Adolescence”, as well as a general analysis of child development (up to the age of seven) and a more focused analysis of the different stages of childhood. Volume II, “Problems of General Psychology”, brings together the best-known works dealing with Vygotsky’s general theory of psychology, including: the transcripts of the lectures delivered at the Leningrad Pedagogical Institute in 1932 and the text “Thought and Language”, in which he addresses psychological functions such as thought, perception, emotion, imagination, volition and memory in development, and engages in a critical dialogue with the developmental theories of Piaget and Stern (Vygotsky, 2001).

For its part, the book “The Social Development of the Mind” appeared four times: two editions from 2007, one from 2000 and one from 1984. It is worth noting that this book is one of Vygotsky’s most widely read works in Brazil, as it is a collection of essays translated from English which, by presenting excerpts and highlights from his theoretical work, helped spreading developmental theory in the West (Vygotsky, 2007). The book

was used in articles addressing education, teacher's training and child development, as well as those analysing Leontiev and Vygotsky's work on memory within cultural-historical psychology. There is a consensus regarding criticism on the translations of Vygotsky's works, arguing that, in the earliest translations, information deviating from the original work was omitted or added, although translations of the texts are now available directly from the Russian; it is also noted that some translations tend to align the work with constructivism. (Marques; Rosa, 2023; Ishibashi; Martins, 2019).

Meanwhile, "The Development of Memory", by Vygotsky and Leontiev, was cited three times. However, the entire book, published in 1931, was used in the writing of the posthumous preface, which was retrieved during the search of the repositories, whilst the preface itself was used in the Brazilian edition (2020), as already mentioned, and the Spanish edition (1997) in an article from the search that analysed Leontiev and Vigotski's work on memory.

Given that the works of the three authors whose names were searched form the basis for the majority of the articles, the main works were the book "Studies in the History of Behaviour: Apes, Primitive Man and the Child", (Vygotsky and Luria, 1996), which was cited seven times amongst the articles analysed, mainly in works discussing developmental delays and tools for the development of higher psychological functions, as well as the use of the theory to address education and literacy. Vygotsky's "The Social Development of the Mind" (2007) appeared four times amongst the works considered, being used in texts addressing the development of higher psychological functions and literacy/education. Finally, "Selected Works III – Problems of the Development of the Psyche" appears nine times in studies addressing topics ranging from pedagogical practices and school failure to creative processes and higher psychological functions.

Other authors were cited across the articles, including some figures not associated with cultural-historical psychology but who contribute to fostering an interdisciplinary dialogue on the subject of memory, such as Bakhtin, in the field of linguistics, with his 1981 book "Marxism and the Philosophy of Language". This work discusses language, speech, verbal interaction and the mechanisms surrounding them, such as direct and indirect speech, meaning and ideology, thereby introducing his theory of enunciation (Bakhtin, 2009). Maurice Halbwachs, through his books "Collective Memory" (1990) and

“The Social Frames of Memory” (2004), features in studies within the field of psychology, particularly for his significant contributions to social psychology, notably his distinction between recollection, memory and image. In his book, Halbwachs introduces the collective nature of memory, constituted by a set of testimonies from ourselves and others, with a relative individual dimension, representing a particular articulation of social participation (Schmidt; Mahfoud, 1993).

Jacques Le Goff also deserves mention for his book “History and Memory”, a text that appeared four times amongst the articles analysed (1996 and 2003 editions). Le Goff, a French historian, examines the role of historiography in understanding the history of humanity, beyond mere narration, and distinguishes between the ways of viewing and studying history across different ideological phases of Western science and philosophy and their influence on collective memory, whilst also exploring the multidisciplinary concept of memory (Le Goff, 1990). Pierre Nora, too, with his important text “Between Memory and History: The Problem of Places”, featured in three articles in the 1993 edition. In this text, the French historian approaches memory from a philosophical perspective, discussing the need for places of memory and the impossibility of inhabiting memory in the everyday life of contemporary society (Nora, 1993).

Several studies also mention Brazilian authors, in particular Ana Bustamante Smolka and Ecléa Bosi. Ana Bustamante Smolka made a significant contribution to the study of CHP in Brazil (Smolka, 2025); she authored two articles: “Memory in question: a cultural-historical perspective” and “The school as a place where commonplaces are produced”. The first is an article that examines the historically constructed ways in which memory is collectively constructed and the role of language (Smolka, 2000). The author’s second text forms part of the special issue “Themes and trends from a cultural-historical perspective”, in which Smolka (2006) explores the possible configurations of commonplaces and places of memory, as well as the constitution of individual memory in relation to collective memory. Ecléa Bosi, for her part, wrote on psychology, memory and culture (Bosi, 2017), and the book cited in two articles in this study was “Memory and Society: Recollections of the Elderly”, third edition, 1994. In this work, the author interviewed elderly people aged over 70 in the city of São Paulo, documenting the lives and thoughts of these citizens and offering insights into the formation of individual and collective memory.

Based on the above, it can be concluded that memory as a psychological process, viewed from an individualised perspective, was the predominant aspect, and was addressed in various ways within the field of neuropsychological development or rehabilitation. Special attention must be given to the use of the Luria battery as a psychological assessment tool, for at times the application of the theory behind the instrument has been superficial or even misapplied in a manner contrary to the author's expressed intention. Other articles focus on Leontiev and Vygotsky, analysing their works or applying their theories to work with memory in educational or recreational contexts, where the social aspect of development is given significant consideration. The collective dimension of memory is highlighted when addressing the history of Latin America and the marks left by traumatic events on the collective memory of these countries.

5 Conclusion

This research provided an overview of scholarly output on memory from the perspective of cultural-historical psychology over the last 37 years and revealed a growing body of academic work on the subject. This phenomenon may be linked to greater recognition and application of cultural-historical psychology in various fields of knowledge, such as the humanities, education, linguistics and health.

The analysis of the articles identified has provided a better understanding of the different emphases that contemporary studies place on the study of memory, whether from a neuropsychological, educational or sociocultural perspective, and has also enabled the identification of the most frequently recurring themes within the studies, such as academic failure, pedagogical strategies, memory as a higher psychological process, the role of the sign and the social development of memory. The works of the classical authors of cultural-historical psychology that appeared most frequently amongst the analysed articles include "Studies on the History of Behaviour: Apes, Primitive Man and the Child" (Vygotsky; Luria, 1996), "The Social Development of the Mind" by Vygotsky, and "Selected Works III – Problems of the Development of the Psyche".

Whilst some articles have treated memory primarily as a mental function and have made only superficial use of the insights of CHP, Volume III of the "Selected Works", entitled "Problems of the Development of the Psyche", has been used in

various studies to add complexity to the discussion and move beyond the cognitivist bias, taking into account the developmental dynamics of psychological functions that involve collective and social activities as agents in this process (Pinheiro; Couto, 2017; Pinheiro; Damiani; Junior, 2016; Rocha, 2018). The book “Studies on the History of Behaviour: Apes, Primitive Man and the Child” was used primarily, as were some other works by Vygotsky and Luria, to add complexity to the discussion of memory as a cognitive function, highlighting its dialectical aspect and its relationship with life experiences beyond the biological dimension.

The development of the ability to actively remember, the importance of signs for this ability, and the natural and cultural/developed forms of memory were themes that underpinned the argument for artistic creation as a means of strengthening memory (Haun, 2017). Furthermore, these concepts also underpinned the production of pedagogical tools for learning and memorisation in early years education (Rocha, 2018), and were utilised in detail to provide a comprehensive foundation for understanding the development of memory in human beings, both in their collective (historical) development and in their individual (child) development, in a theoretical study also focused on education (Inumar; Palangana, 2004).

Art and aesthetic experiences were highlighted as elements present in Vygotsky's works, and the notion of art as mere entertainment was challenged, as was the objectification of art as merely a means to promote content learning, the internalisation of moral values or the development of mental functions (Vygotsky, 2003). Some studies have used cultural-historical psychology to underpin art-based interventions aimed at developing cognitive functions, which is not consistent with cultural-historical psychology's understanding of art (Vygotsky, 2003). Although studies have been found that demonstrate superficial interpretations of the theory and uses perceived as arbitrary, it has been observed that the cultural-historical theory is predominantly employed to better understand and improve educational processes, by exploring the social mechanisms of learning in greater depth and integrating these with the individual's culture.

At the same time, the literature review highlighted works that address collective memory relating to a particular territory, such as studies on dictatorships from various Latin American countries, including Brazil, which have left their mark on

Latin American societies and, consequently, on the social memory accessed by subsequent generations. This finding points to the urgent need for studies, drawing on cultural-historical psychology, to explore themes such as the right and duty to remember, memory and forgetting, and memory and resistance. Within the Latin American context, the contributions of cultural-historical psychology take on even greater relevance, potentially serving as a central element in transforming our understanding of human development. The social, historical and cultural reality of our region, marked by profound inequalities, demands an approach that goes beyond individual development, situating it within its collective and social dimensions. Cultural-historical theory offers this perspective by arguing that learning and development are intrinsically linked to cultural mediation and social relations. Far from applying imported educational models, the approach of Vygotsky and his circle paves the way for education to take into account the specific characteristics and cultural richness of each community.

Finally, the study highlighted the diversity and interdisciplinary nature of research having memory as a theme, as well as the importance of a non-dichotomous analysis, that is, one that goes beyond a purely individual or purely sociological perspective, given that mnemonic phenomena arise within a context permeated by historicity and by cultural processes that are specifically appropriated by individuals.

This study reaffirms the epistemological vitality of cultural-historical psychology, as it offers a relevant conceptual framework for understanding memory as a higher psychological function, mediated by culture and social activity. However, the very historicity and critical nature of cultural-historical psychology demand a conclusive reflection: maintaining a purely endogenous theoretical focus, restricted to canonical texts and their direct disciplinary ramifications, runs the risk of leading to theoretical isolation and epistemological restriction in the face of the multifaceted complexity of the contemporary context. The richness of the themes analysed demonstrates that the consolidation of cultural-historical psychology entails establishing an active and in-depth dialogue with contributions from other disciplinary fields, such as history, anthropology and sociology, amongst others. An interdisciplinary approach is essential to the discussion of memory in relation to crucial contemporary phenomena, particularly in the Latin American context,

including phenomena such as intersectionality and interculturality, the construction of identity in situations of trauma, the promotion of cultural heritage, and the impact of new digital technologies on forms of recording and forgetting. Through this constant exchange, which transcends disciplinary and temporal boundaries, the theoretical legacy of the Vygotsky Circle will be preserved in all its vitality, ensuring its ability to respond dynamically to the social and cultural transformations of the contemporary world.

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