

## Introduction

Cultural-historical theory has made an outstanding contribution to the modern science. As V.V. Davydov noted, "Vygotsky's Cultural-historical conception even in its activity performance is still not a genuine theory, but is more like a hypothesis. But, as you know, the real science finds source of development in formulating theories and proving their relevancy for various spheres of people's social practices. These are the young professionals – philosophers, logicians, psychologists, teachers, culture experts in the coming years (it's hard to say how many years will pass) who will turn this hypothesis of cultural-historical character in a truly comprehensive and fundamental modern theory".

The development of the theory is closely linked to the development on its basis of targeted research of various areas of social practices performed on the basis of the basic provisions of Vygotsky–Leontiev–Luria.

Development of the theory is also connected with revealing of its assumptions and hidden issues. That is how the conception of L.S. Vygotsky can be understood, accepted and continued as a modern and relevant one.

The most important direction of the further development of Cultural-historical theory is training of the researchers of social practice able to work in the system of concepts of Cultural-historical scientific school, especially in the field of education.

Journal "Cultural-historical psychology" has prepared several thematic issues devoted to the current state of Cultural-historical conception and to the research performed in its traditions, which are dedicated to the 120<sup>th</sup> anniversary of Lev Semenovich Vygotsky. You hold in your hands the first thematic issue.

*Vitaly Vladimirovich Rubtsov  
and the editorial staff of "Cultural-historical psychology"*