



**ISCAR**

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**Cultural-historical Activity Research in crisis contexts: challenges and perspectives**

SYMPOSIUM

**CULTURAL-HISTORICAL SCIENTIFIC SCHOOL:  
THEORETICAL FRAMEWORK AND PRACTICAL APPLICATION  
IN CONTEMPORARY RUSSIA  
PART ONE**

**DEVELOPMENT OF PRIMARY SCHOOL GRADUATES IN SCHOOLS  
WITH DIFFERENT EDUCATIONAL PROGRAMS**

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# TITLE 1

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Cultural-historical approach of L.Vygotsky is the basis for research in all spheres of psychology. In educational psychology it was implemented in **the theory of learning activity** (V.Davidov, D.Elconin).

Of course, I'll not speak here about learning activity theory in details. I only want to mention that in educational psychology development of theory can't be separated from development of practice.

On the base of the learning activity theory school of developmental learning was created. The main aim of this school is to prove that junior school children are able to master theoretical knowledge.

The ideas of the theory of learning activity strongly influenced traditional ideas about the capacities of junior school children. May be that's why in the new educational standard for junior school for the first time in our history there appeared the so called meta-subject results. In fact they characterize mental, personal and social development of children in the educational process.

Here I shortly name meta-subject results of junior school as they are named in the Standard (slide 3).

# TITLE 1

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The practice of developmental learning was implemented in one of Moscow schools (school 91). It is still our main experimental base, where we try new methods, new educational content, new forms of problem solving.

That's why we are concerned to evaluate the effectiveness of learning activity approach in comparison with other schools, that implement different educational programs.

We worked out a set of methods and procedures to evaluate all the meta-subject results named in the new Standard.

We monitor development results for 10 years.

We have diagnostic data of different schools^

- Schools for gifted children
- Schools that implement different educational programs
- Different schools that implement developmental learning programs.
- I shall shortly present the most vivid results of our diagnostics.
- 1. Learning to learn
- We see, that half of the junior school graduates demonstrate no learning to learn abilities.

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## **Theory of learning activity**

### **Practice of developmental learning – Moscow school 91**

- Special educational goals (solving learning problems)
- Special educational content
- Special means (models and modeling)
- Joint learning activity

In the new Educational Standard for junior school in Russia there are 16 meta-subject results:

- **Learning to learn**
- **Social competences (joint activity, communication, behavior in a conflict)**
- **Reading and understanding of the text**
- **Cognition, modeling, reflection, planning, control and assessment**
- **Ability to solve creative and search problems**

# TITLE 1

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## ***Diagnostics of "learning to learn" :***

- the ability to separate the known from the unknown, to determine the presence or absence of means and methods of action in a new situation (reflexive component);
- the search for a way to solve a new problem, which manifests itself, first of all, in children's guesses about the nature of the unknown way of action and in requests for additional information about a new learning problem (search component).

**"Tasks with insufficient conditions"** – G.Zuckerman, S.Gorbov, O.Savelyeva, N.Tabachnikova

## ***Diagnostics of cognitive competences in learning activity:***

- Analysis (theoretical/ empirical)
- Planning (theoretical/ empirical)
- Reflection (theoretical/ empirical)

**"Transposition"** method – A.Zak

# TITLE 1

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## ***Diagnostics of social competences:***

- Interaction and coordination of actions in joint problem solving;
- the ability to interact in a situation of cognitive conflict

2 diagnostic procedures:

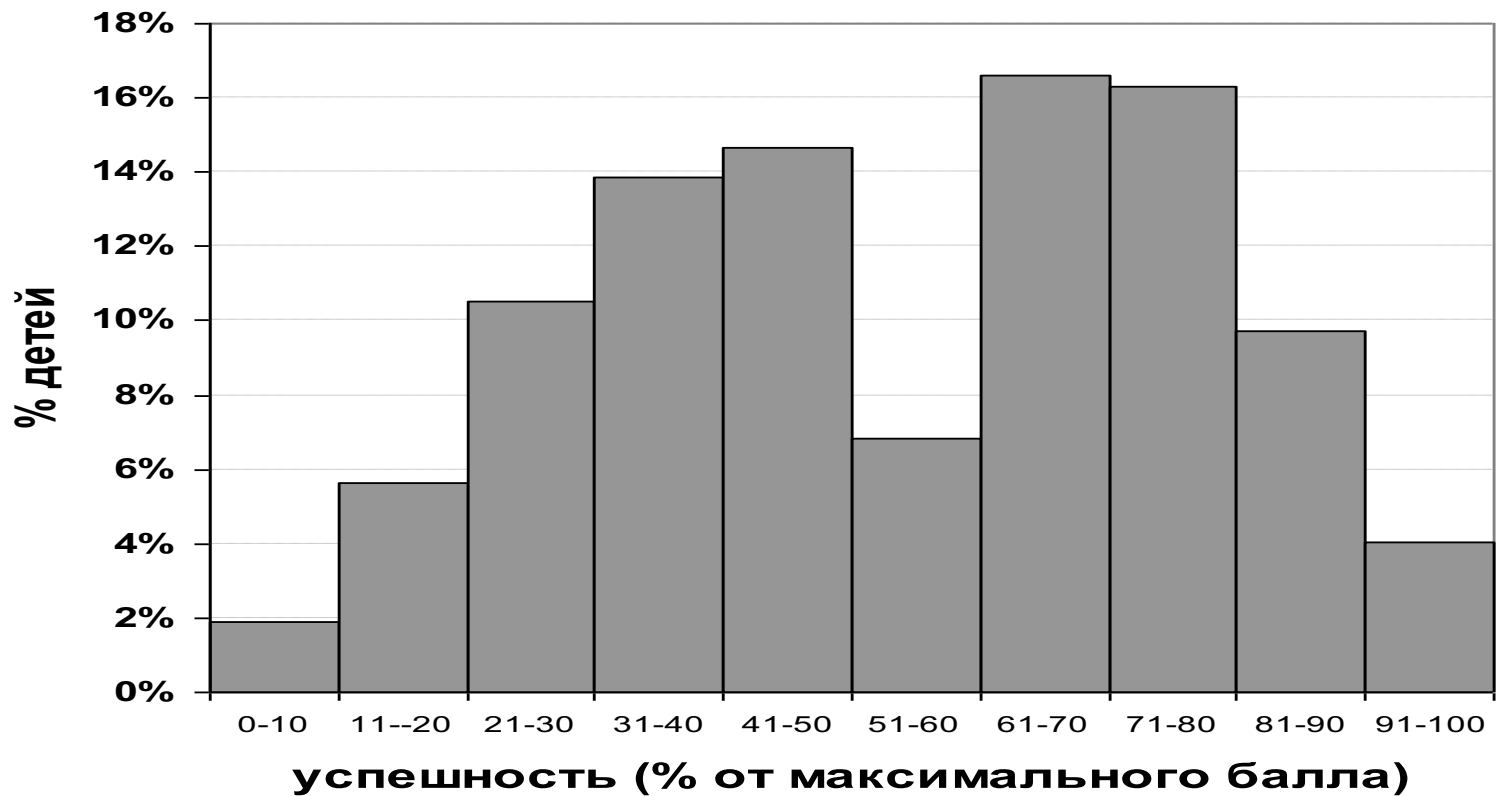
**“Puzzle”**

**“Conflict”**

N.Polivanova, I.Rivina, I.Ulanovskaya

# Learning to learn

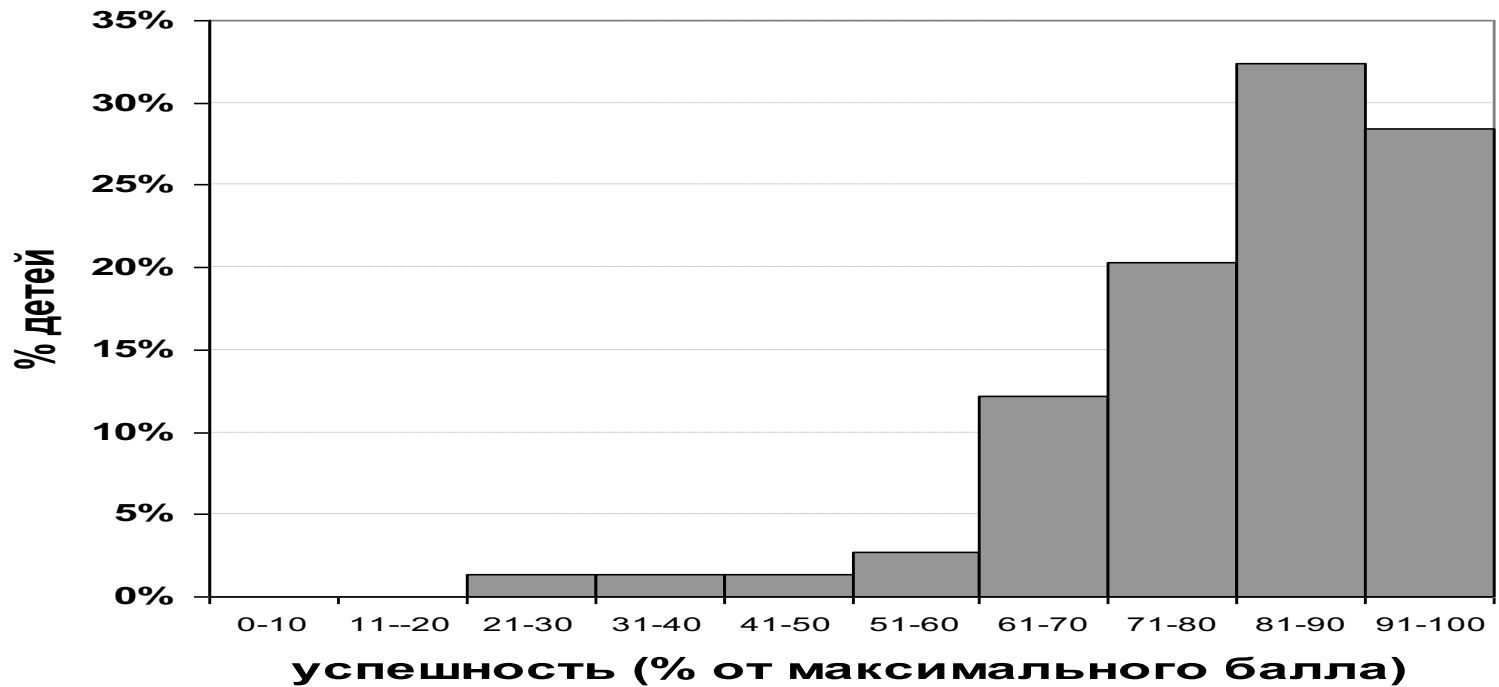
## Москва, ЦАО НЕДООПРЕДЕЛЕННЫЕ ЗАДАЧИ: итог (18 баллов)





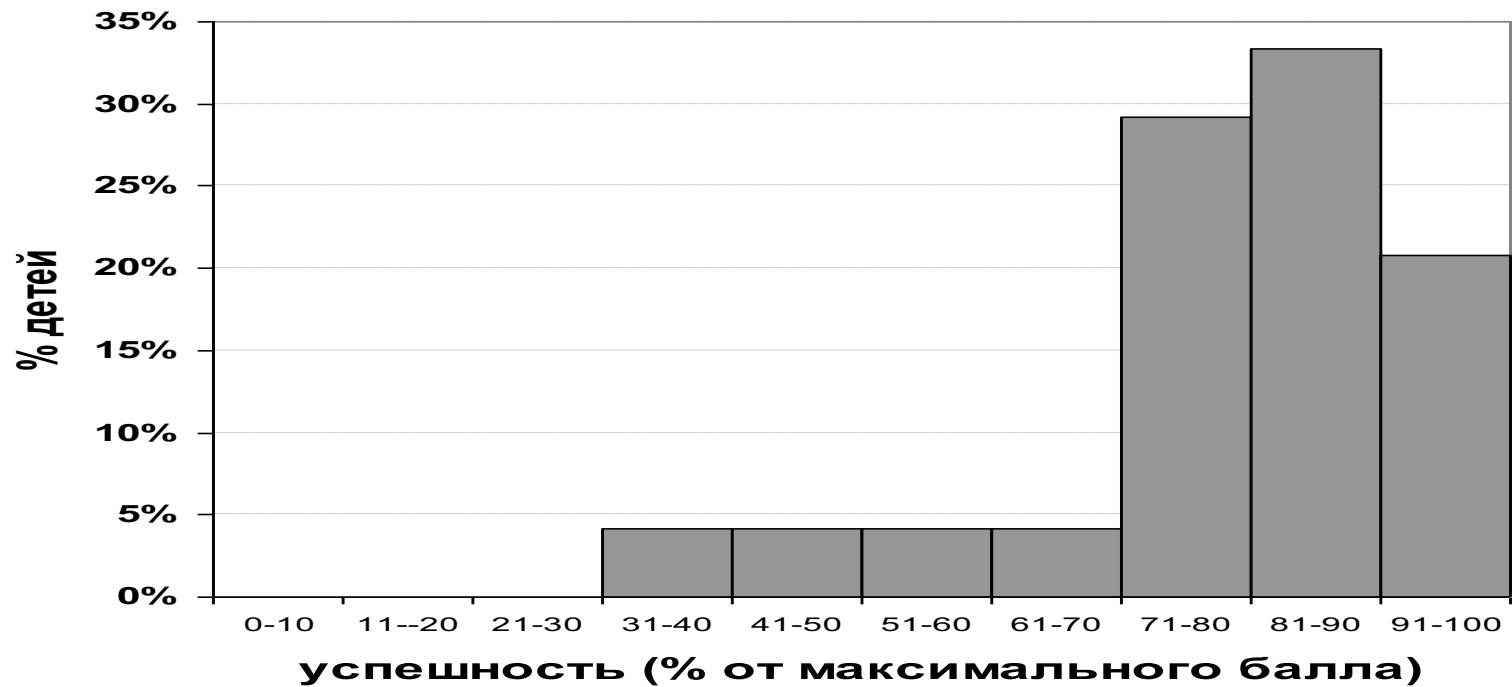
# Learning to learn

## гимназия №1567 НЕДООПРЕДЕЛЕННЫЕ ЗАДАЧИ: итог (18 баллов)



# Learning to learn

## школа №91, 4А НЕДООПРЕДЕЛЕННЫЕ ЗАДАЧИ: итог (18 баллов)



# Results in “Transposition” procedure

## reflection

	91sch	5a	5b	ЦАО
• Absent	17.6%	10.5%	50,4%	
• Empirical	58.8%	47.4%	41,8%	
• Theoretical	23.5%	42.1%	7.8%	

## analysis

	91sch	5a	5b	ЦАО
• Absent	0	10,5%	35,3%	
• Partial	52.9%	21.1%	30.9%	
• generalized	47.1%	68.4%	33.8%	

# Results in “Transposition” procedure

	<b>Planning</b>		
	91 sch	5a	5b
• Absent	41.2%	33,8%	83.3%
• Partial	35.3%	31.6%	14.8%
• generalized	23.5%	31.6%	1.9%

# “Conflict” diagnostic procedure

