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V.V. Rubtsov, A.D. Maidansky

On the system of categories of the cultural-historical psychology



The article discusses the systemic structure of the Cultural-Historical Psychology (CHP). At its "core" lies the concept of personality as "the social within us," introduced by L.S. Vygotsky in contrast to the traditional notion of personality as a collection of individual psychological traits. By identifying a number of system-forming categories of the CHP, the authors examine their interrelations and their role in the formation and development of this theoretical framework. It is demonstrated that, by arriving at understanding of personality as a "psychological system," Vygotsky laid the foundation for a "systemic perspective" on the processes of development and disintegration of higher psychological functions. His theory belongs to the Copernican type of scientific systems, as it incorporates the "movement of the observer"—the cultural-historical development of human personality.

” Rubtsov, V.V., Maidansky, A.D. (2025). On the system of categories of the Cultural-Historical Psychology. *Cultural-Historical Psychology*, 21(3). Early Access. <https://doi.org/10.17759/chp.2025000001>

A.V. Konokotin, V.K. Zaretsky, I.M. Ulanovskaya, O.V. Rubtsova Toward the construction of educational practices grounded in the conceptual system of cultural-historical psychology



The paper analyses how key concepts of cultural-historical psychology—zone of proximal development, joint activity, vraschivanie (the cultural grafting of individual action), perezhivanie, sign mediation, and reflection—can serve as design principles for effective educational practices and technologies. Three practices are examined in detail: the Reflexive-Activity Approach (RAA), which helps learners overcome academic difficulties and stimulates both cognitive and personal development; the diagnostic technique "Mosaic," devised to assess the formation of meta-disciplinary competences in primary-school children through the organisation of cooperative activity; and "Multimedia-Theater," a qualitatively new form of organising adolescents' learning activity that, by means of systematically arranged role experimentation, fosters the central neoformations of this age period. The cases show how the core principles and propositions elaborated by L. S. Vygotsky—and later developed by his students and followers—can be effectively integrated into contemporary educational practice.

” Konokotin, A.V., Zaretsky, V.K., Ulanovskaya, I.M., Rubtsova, O.V. (2025). Toward the construction of educational practices grounded in the conceptual system of Cultural-Historical Psychology. *Cultural-Historical Psychology*, 21(3). Early Access. <https://doi.org/10.17759/chp.2025000002>

E.I. Isaev, S.G. Kosaretsky

Practice-oriented science based on cultural-historical psychology: history and prospects



Context and relevance. Education systems around the world are facing the challenges of global changes in technology, the labor market, and demography. Strengthening the interaction between science and practice in education is considered one of the conditions for a successful response to these challenges. In the USSR and post-Soviet Russia, precedents have been created for building productive cooperation between scientists and practitioners in education based on cultural and historical psychology, which are relevant in the current situation inside and outside the country. **Objective.** The article examines the genesis and content of the idea of a practice-oriented science of education in the context of modern discussions about barriers, opportunities and promising models of interaction between researchers and practitioners. **Hypothesis.** The "practice-oriented science" approach can help in responding to the current challenges of transforming education systems in Russia and the world. **Methods and materials.** Two groups of publications are analyzed: 1) reflecting modern discussions about the gap between science and practice in education and ways to overcome it, the search for effective forms and mechanisms of cooperation between researchers and practitioners; 2) characterizing the history of the conception and implementation of practice-oriented science in education in the USSR (Russian Federation). **Results.** The foundations and key characteristics of the practice-oriented science of education in Russia are presented. The connection of its development with the processes of development of psychological and pedagogical science and general education in the USSR (Russian Federation) is shown. **Conclusions.** The "practice-oriented science" approach has prospects for implementation in Russia and the world to meet the challenges of transforming education systems, but it needs to be developed taking into account the experience of developing and implementing other models of partnership between researchers and practitioners, current discussions and the socio-political context.

” Isaev, E.I., V.A., Kosaretsky, S.G. (2025). Practice-oriented science based on cultural-historical psychology: history and prospects. *Cultural-Historical Psychology*, 21(3). Early Access. <https://doi.org/10.17759/chp.2025000003>

A.A. Shvedovskaya, V.V. Ponomareva, A.A. Korneev, N.V. Samorodov The landscape of cultural-historical psychology in BRICS+ countries: a bibliometric analysis



Data set

Context and relevance. The active development of cultural-historical psychology within the framework of international research demonstrates a significant expansion in the geographical distribution of publications over the past two decades, notably driven by the increasing contributions of BRICS+ countries. Nevertheless, the dynamics of publication activity, the structure of international collaboration, and the thematic evolution of cultural-historical psychology remain underexplored from a bibliometric perspective. **Objective.** This study aims to conduct a bibliometric analysis of the publication landscape in cultural-historical psychology between 2005 and 2024, with particular attention to the contribution of BRICS+ countries. **Research Questions.** The study examined: 1) the dynamics and geographical distribution of publication activity in the field of cultural-historical psychology, including the contribution of BRICS+ countries, over the period 2005—2024; 2) the structure of international scientific collaboration and the distribution of scientific influence; 3) the thematic structure of the field and its transformation over the past two decades; and 4) the contribution of the journal Cultural-Historical Psychology to the development and internationalisation of scientific communication. **Methods and materials.** The study incorporates: 1) a corpus of 4332 publications identified through key terms relevant to the cultural-historical approach; 2) 947 publications from the journal Cultural-Historical Psychology; and 3) 949 publications citing articles from the same journal, sourced from Scopus, OpenAlex, and eLibrary.ru. The bibliometric analysis employed PRISMA protocols, R (bibliometrix), VOSviewer, and Python-based analytical tools. **Results.** The findings reveal a steady and, in some cases, accelerating growth in publication activity across BRICS+ countries: sevenfold in Russia, 3.7 times in Brazil, and 4.8 times in China over the study period. Publications from BRICS+ countries display a thematic shift towards educational and developmental issues. Despite increasing international citations, scientific collaboration within the BRICS+ bloc remains limited. The journal Cultural-Historical Psychology, which will mark its twentieth anniversary in 2025, occupies a central position in the publication landscape: it brings together authors from 49 countries, is cited in works from 61 countries, and more than one-third of citing publications appear in top-tier journals (Q1, International Scientific Journal & Country Ranking 2024). **Conclusions.** The publication landscape of cultural-historical psychology is characterised by global growth, with BRICS+ countries assuming an increasingly prominent role. Strengthening international cooperation within the BRICS+ bloc and fostering sustainable transnational networks represent key prospects for further advancement. The journal Cultural-Historical Psychology continues to serve as a major international scientific platform and contributes to the consolidation of the publication core within the field.

” Shvedovskaya, A.A., Ponomareva, V.V., Korneev, A.A., Samorodov, N.V. (2025). The landscape of culturalhistorical psychology in BRICS+ countries: a bibliometric analysis. *Cultural-Historical Psychology*, 21(3). Early Access. <https://doi.org/10.17759/chp/2025000004>

These and other articles from the third issue can be found on the pages of the journal.

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