



Vygotsky:

A Dominant Psychologist and His Collected Works.

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Abstract:

As philosophy rationally concentrates on all disciplines including psychology, both of these practices imbricate to some extent. That is why, it is said that psychology symbolises an enigmatic and dual characters from the time it was sourced from philosophy in the 19th century. However, the areas to be focused on by these two embodiments are substantially different though the researching territories of these two sectors of science are identical; people and life. While the analysis of philosophy is to focus on the reality and survival of human life, psychology wants to deeply research on human behaviour. At that time there were two groups of researchers based on the role of philosophy and psychology. One group was monopolised by the theme of 'natural science' which works on the original clarifications of behaviour, and the other group was concerned about the importance of 'humanistic science' which deals with the valuation of human practice and reality based on the context-centred clarification and characterisation. Natural strategies were preferable to behaviour to the first group and the second group thought that humanity needed to be exemplified either premeditatedly or in metaphysical terms.

Observing the universal acceptance of the natural sciences, Lev Vygotsky, in his writing between the 1920s and 1930s, established his keen, sharp and authentic criticism against the segregation within psychology as this rupture, as a blemish, had hindered this life science to be widely acknowledged. Vygotsky's thoughts took a longer time than expected to be agonisingly true to all of today. His *Collected Works* through his humanistic or naturalistic approach, sense of materialistic science, self-consciousness, problems in psychology, child development, defectology, cognitive development, importance of higher human functions in comparison with associative or psychological mechanisms, etc. helped him be one of the most dominant theorists and psychologists.

Table of Contents:

Title:	Page
1: Introduction	1
2: Some span of life	1
3: Publications	3
4: The Collected Works of Vygotsky	4
4.1: Volume 1: Problems of General Psychology	4
4.1.1: Thinking and Speech	4
4.1.2: Lectures on Psychology	5
4.2: Volume 2: The Fundamentals of Defectology	5
4.2.1: Part I: General Problems of Defectology	6
4.2.2: Part II: Special Problems of Defectology	6
4.2.3: Part III: Questions at the Forefront of Defectology	6
4.3: Volume 3: Problems of the Theory and History of Psychology	7
4.3.1: Part 1: Problems of the Theory and Methods of Psychology	8
4.3.2: Part 2: Developmental Paths of Psychological Knowledge	8
4.4: Volume 4: The History of the Development of the Higher Mental Functions	8
4.5: Volume 5: Child Psychology	10
4.5.1: Pedology of the Adolescent	10
4.5.2: Problems of Child (Developmental) Psychology	10
4.6: Volume 6: Scientific Legacy	11
4.6.1: A: Tool and Sign in the Development of the Child	11
4.6.2: B: The Teaching about Emotions. Historical-Psychological Studies	11
5: Lectures on Pedology (1933-34) Russian:	12
5.1: The Foundations of Pedology	12
5.2: The Problem of Age	12
6: In the Vygotsky Reader	12
7: Reference	13

1: Introduction:

Lev Semyonovich Vygotsky was a seminal Soviet psychologist. He was born in the town of Orsha, Belarus on the 17th of November, 1896 and died on the 11th of June, 1934. He was best known for his 'sociocultural theory' known as 'cultural-historical psychology' focusing on the human culture and bio-social development. It is notable that his cultural-historical psychology was as incomplete theory because of his immature death at his thirty seven.

Vygotsky, an inspiring and innovative writer, with the collaboration of Alexi N Leont'ev and Alexander Luria generated a completely unique Marxist based psychological approach focusing on the significance of social interaction in human development. He was also famous for the 'psychology of superman', 'the theory of consciousness' and 'the Vygotsky Circle' which was also addressed as 'Vygotsky-Luria Circle'. His theory became familiar in the West in 1958 and was published there in 1962 (Haggbloom, J. *et al.* 2002. p. 139-152).

His contributions were two hundred and seventy scientific articles, many lectures and ten books focusing on Marxist psychology and teaching methodology and pedagogy aesthetics, sociology and arts (Kozulin, 1986).

2: Some span of life:

Vygotsky's father, Simcha Vygotsky belonged to a non-religious middle class Soviet Jewish family was a banker. Just after his birth his father was appointed the department chief of the United Bank of Gomel. His mother trained as a teacher was a full-time homemaker. He got his primary education at home with his mother and a tutor. Soloman Ashpiz, a mathematician, who had been in exile in Siberia for his revolutionary activity taught Vygotsky in his early life. The city of Gomel was Vygotsky's childhood city where he got his public and later private education under Ratner Jewish Gymnasium.

Some notable episodes of his life are noted below:

1: 1913: Earlier in this year he graduated from Ratner Jewish gymnasium with honours and a gold medal (pre-university schooling). He couldn't flourish his potential to be trained as a teacher as the government sponsored schools didn't accept Jewish teachers at that time. Consequently, he had to enrol in the Medical School under Moscow University (Wertsch, V. 1985) at the decidedness of his parents though his interest was in Humanities and Social Sciences. But he started studying Law after switching to the Law school during his first year as soon as he thought that medicine wouldn't be perfect for him.

He concurrently admitted into a Jewish public university named Shavyavsky Public University in order to study philosophy and history. The qualifications by this university were not acknowledged and consequently, the degrees were not awarded.

2: 1916: While studying at the gymnasium, he started an essay named Hamlet and completed this essay in 1916. This essay was published in 1968.

3: 1917: Vygotsky graduated in Law (Kozulin, 1986) under Moscow University in 1917, the year of the Bolshevik revolution. The Socialist Revolution happened in Gomel which was captured by the Bolsheviks in 1919 (Beckett, W. 2007). As Vygotsky returned to Gomel after he had graduated, he saw a dominant and extensive social revolution under Bolshevik order which turned him to a distinct embodiment of the Bolshevik governance in Gomel during 1919 and 1923. He returned to Gomel in order to teach philosophy and literature and with this inspiration he founded a research laboratory at the Teacher's College of Gomel.

4: 1920: Vygotsky was attacked by Tuberculosis in 1920 (Zavershneva, E. 1926). He thought that his all literary works needed to be stored to someone who would keep those safely. He decided that his adviser, Yuli Aichenwald, who was deported from Russia to Germany in 1922 because of his revolutionary works, would be perfect to serve his purpose.

He changed his name from 'Lev Simkhovich Vygotskiy' to 'Lev Semyonovich Vygotsky' in this year.

5: 1924: Just after his participation in the Second All-Russian Psycho-neurological Congress in Leningrad where he presented a research paper, "Methodology of reflexological and psychological research", he was invited by the Psychological Institute in Moscow to join as a research fellow, "staff scientist" (Wertsch, V. 1985. p. 10). This year he got married with Roza Smekhova who later on gave birth to two daughters.

6: 1925: He completed his dissertation on "The Psychology of Art" and published his first book, "Pedagogical Psychology". Attending a London Congress on the knowledge and learning of the deaf was his first and only trip abroad.

7: 1926: Vygotsky was attacked by Tuberculosis for which he had been out of job until the end of 1926. Though he surprisingly survived from the disease, he remained inactive and passive.

8: 1927: The complexity in psychology inspired him to investigate the hypothetical and methodological issues in this sector though he didn't complete his article because of the interruption created by his physical and mental instability.

9: 1926-1930: During 1926-30 Vygotsky focused on a research programme illustrating the progress of advanced psychological operations of coherent and analytical memorisation, judicious concentration, entering judgement and the understanding of language, from primitive models of fundamental psychological activities. Vygotsky centred three factors during this time and these were:

A: The influential corner that focuses on the strategies human beings utilises any material as a means of scaffolding and mediation tools for consciousness and logic.

B: A progressive method that deals with the children's styles of gaining advanced psychological faculties at the time of their comprehension and improvement.

C: A sociocultural theory that shows how mediation and developmental phases are shaped through human culture and bio-social development (Kozulin, 1986).

10: 1937: At the age of thirty four Vygotsky died on the 11th of June, 1934. He could not complete his commanding over the concluding unit of his book 'Thought and Language'.

11: 1936: The then Russian government banned Vygotsky's work in USSR.

12: 1953: The then Russian government lifted the ban on Vygotsky's work after Stalin had died.

13: 1958: The West greeted and acknowledged Vygotsky's theory.

14: 1962: Structural and recognised familiarity of Vygotsky's work became available in the West through the publication of his book 'Thought and Language' (Gindis, B.1999).

3: Publications (Books):

1: Educational Psychology 1926.

2: Historical meaning of the crisis in Psychology, 1927.

3: The Socialist alteration of Man, 1930.

4: Ape, Primitive Man, and Child: Essays in the History of Behaviour, A. R. Luria and L. S. Vygotsky., 1930.

5: Paedology of the Adolescent, 1931.

6: Thinking and Speech, 1934.

7: Tool and symbol in child development, 1934.

8: Mind in Society: The Development of Higher Psychological Processes, 1930.

9: Thought and Language, 1934.

10: *The Collected Works of L. S. Vygotsky, 1987.*

4: The Collected Works of Lev S. Vygotsky:

The "Collected Works (The Collected Works, n.d.) of Lev Semonovich Vygotsky" consist of a series of six volumes. *Pedagogika*, an international peer-reviewed journal based on periodical publication, initially published this series in Moscow between 1982 and 1984. These volumes of Vygotsky's illuminate his works that he had comprised between 1924 and his premature death in 1934. These volumes are as follows:

- 1: Volume 1: Problems of General Psychology. 2005. Springer. ISBN 030642441X.
- 2: Volume 2: The Fundamentals of Defectology (Abnormal Psychology and Learning Disabilities). 2002. Springer. ISBN 0306424428.
- 3: Volume 3: Problems of the Theory and History of Psychology. 1997. Springer. ISBN 0306454882.
- 4: Volume 4: The History of the Development of the Higher Mental Functions. 2004. Springer. ISBN 0306456095.
- 5: Volume 5: Child Psychology. 1998. Springer. ISBN 0306457075.
- 6: Volume 6: Scientific Legacy. 2003. Springer. ISBN 0306459132.

4.1:

Volume 1:

Problems of General Psychology

This volume is the first of these collected works in English but it is the second volume in the Russian series. It outlines the complete interpretation of his volume "Thinking and Speech" and five 'psychology based lectures'. Some English readers address "Thinking and Speech" (Vygotsky 1956) as "Thought and Language" which is the shortened, analytical and explanatory translation by Hanfmann and Gertrude Vakar in 1962 (Vygotsky, 1987). The five "Lectures in Psychology" are published here for the first time in English and focus on children's development in their elementary stage, their memory, comprehension, emotions, fantasy and acuteness and their attitude and inclination.

This volume mainly illustrates some of Vygotsky's important lectures on the children's complexity and development along with one of his important volumes "Thinking and Speech". The details are mentioned below:

4.1.1: Thinking and Speech (Six chapters)

- A. The Problem and the Method of Investigation.
- B. The Problem of Speech and Thinking in Piaget's Theory.

- C. Stern's Theory of Speech Development.
- D. The Genetic Roots of Thinking and Speech.
- E. An experimental Study of Concept Development.
- F. The Development of Scientific Concepts in Childhood.
- G. Thought and Word.

4.1.2: Lectures on Psychology (Six lectures)

- A. Perception and Its Development in Childhood.
 - B. Memory and Its Development in Childhood.
 - C. Thinking and Its Development in Childhood.
 - D. Emotions and Their Development in Childhood.
 - E. Imagination and Its Development in Childhood.
 - F. The Problem of Will and Its Development in Childhood.
- Afterword to the Russian Edition, A. R. Luria.

4.2:

Volume 2

The Fundamentals of Defectology (Abnormal Psychology and Learning Disabilities)

It took a bit longer time than expected for the Plenum press (Manta, n.d.) to translate "The Fundamentals of Defectology", the second volume of Vygotsky's collected work, not only because of the use of his unfamiliar terminology but also for the complexities and characteristic dissimilarity in cognitive and generic humanistic beliefs in American and Russian science. This book is the pioneer for the educational psychologists in the field of atypical behaviourism and developmental impairments. The translators, J. Knox and C. Stevens (Knox & Stevens, 1993) wrote the "Introduction" of the book.

The tome focuses on three sections. They are as follows:

- A: General Problems of Defectology.
- B: Special Problems of Defectology.
- C: Questions at the Forefront of Defectology.

According to Vygotsky, "psychological tools" (e.g. language, symbolic cultural artifacts, signs, symbols, texts and formulae), "scaffolding" and "mediation" (assistance by more adroit peers and adults) can expedite the general developmental strategies for the handicapped children and their

non-handicapped peers through interiorization of exterior cultural functions into interior mechanisms. He believed that cognitive development is a socio-genetic strategy through children's social interaction with adults where learning initiates and leads development. "Scaffolding" and "mediation" by tangible tools and "social interaction" by language and symbolic signs are the fundamentals and uniqueness of human characteristics. Quantitative attainments and maturation are not the source of children's authentic psychological development, rather a chain of qualitative, analytical transformation and an intricate strategy of integration and disintegration matters most (Berk & Winsler, 1995).

The details of this volume are noted below:

4.2.1: Part I: General Problems of Defectology

- A: Introduction: Fundamental Problems of Defectology.
- B: Defect and Compensation.
- C: Principles of Education for Physically Handicapped Children.
- D: The Psychology and Pedagogy of Children's Handicaps.

4.2.2: Part II: Special Problems of Defectology

- A: The Blind Child.
- B: Principles of Social Education for the Deaf-Mute Child.
- C: Compensatory Processes in the Development of the Retarded Child.
- D: The Difficult Child.
- E: Moral Insanity.
- F: The Dynamic of Child Character.
- G: Defectology and the Study of the Development and Education of Abnormal Children.

4.2.3: Part III: Questions at the Forefront of Defectology

- A: The Study of the Development of the Difficult Child.
- B: Bases for Working with Mentally Retarded and Physically Handicapped Children.
- C: Fundamental Principles in a Plan of Pedological Research in the Field of "Difficult Children".
- D: The Collective as a Factor in the Development of the Abnormal Child.
- E: Introduction to Ia. K. Tsveifel's book, Essay on the Behavioral Characteristics and Education of the Deaf-Mute.
- F: Introduction to E. K. Gracheva's book, The Education and Instruction of Severely Retarded Children.

- G: The Problem of Mental Retardation.
- H: The Diagnostics of Development and the Pedological Clinic for Difficult Children.
- I: From Addresses, Reports, etc.
- J: Afterword.

4.3:

Volume 3

Problems of the Theory and History of Psychology

This volume was mainly translated by René Van Der Veer, Department of Education, Leiden University, The Netherlands and edited by Robert W. Rieber and Jeffrey Wollock (Vygotsky, Rieber & Carton, 1987)

As one of the most convincing metaphysical visions, this translated volume of Vygotsky's first volume is richer than any of his previously interpreted articles, and it represents some of his major theoretical papers along with some noteworthy analyses of the contributions of distinguished contemporaries and his amplification and clarification about the complexities of psychology. This volume also establishes Vygotsky as a theoretical psychologist. According to some researchers, most of the conceptualisations noted in this volume are as lively and contemporary as visible in the present moment though this volume was written sixty years ago based on the then psychological hindrance, needs and developmental methodologies.

According to Rene Veer, (Veer, 2014) the first noteworthy note in this volume is that Vygotsky's approach to his pedagogical, theoretical and developmental contributions to psychological intricacy and explication are discretionary. It is evident that Vygotsky's theoretical views are widely focused and judiciously presented in this volume, whereas his pedagogical strategies which are inadequately represented here differentiate his didactic and pedagogical outlook from the academic and cognitive access to the child development.

The approach to "Continuity and Change", the first major point, mainly governs Vygotsky's theoretical writings in this volume. His interpretation about the diverse writings of Gestalt theorists (Koffka, 2013) and research about Buhler's conception are mostly vivid in this approach.

The approach to the "Systematic and Semantic Nature of Mind", the second major point, is reasonably present in Vygotsky's theoretical writings in this volume. He believed that mind was a hierarchically structured driving and activating force of functions where development occurs first in the adjustment and modification of inter-operational acquaintance and connectivity.

There are two parts in this volume. These are:

4.3.1: Part 1: Problems of the Theory and Methods of Psychology

4.3.2: Part 2: Developmental Paths of Psychological Knowledge

Part 1 deals with the following chapters:

- A: The methods of reflexological and psychological investigation.
- B: Preface to Lazursky.
- C: Consciousness as a problem in the Psychology of Behaviour.
- D: Apropos Koffka's Article on Self-Observation (Instead of a Preface).
- E: The Instrumental Method in Psychology.
- F: On Psychological Systems.
- G: Mind, Consciousness, the Unconscious.
- H: Preface to Leont'ev.
- I: The Problem of Consciousness.
- J: Psychology and the Theory of Localization of Mental Functions.

Part 2 deals with the following chapters:

- A: Preface to Thorndike.
- B: Preface to Bühler.
- C: Preface to Köhler.
- D: Preface to Koffka.
- E: The Historical Meaning of the Crisis in Psychology: A Methodological Investigation.
- F: Epilogue, M. G. Yaroshevsky and G. S. Gurgenzidze.

4.4: Volume 4

The History of the Development of the Higher Mental Functions

In this volume Vygotsky illustrates some exceeding concepts, e.g. hereditary and genesiological explication, communicative and social source of comprehension, internalisation and the importance of symbolic strategy in scaffolding and mediating human psychology. He argues that an authentic sense of genetic origins and transformations must be the foundation of the reasonable comprehension of cognitive psychology while considering ontogenetic and historical structures of development. Not only disagreeing with the concepts of analytical psychology generated by some of his previous psychologists founded on preformism but also criticising them severely; he, in support of his writings to methodological and theoretical approach in order to establish him as one of the best cognitive psychologists, showed in this volume how "Higher Mental Characteristics" (Vygotsky, 1983) should be distinguished from more elemental cerebrum process.

As a legendary and prolific theoretical writer and viewer of the metaphysical and developmental psychology focusing on the complicatedly intertwined tapestry of human activities, Vygotsky's main analyses in this volume are as follows:

1: The hereditary, transformational and evolutionary development of language and speech based on its origin, culture and social interaction.

2: How the mnemonic dexterity and the authentic and considerate state of psychological perception are acquired through the gradual development and maturation of the life cycle.

3: How a child views the surrounding world depending on the different stages of life (Vygotsky, 1983, pp.143-144).

4: How culture and social interaction create impacts on the human intellectual world focusing on self-control, personality and more sophisticated and cultured norms of behaviour.

Finally, this volume illustrates the following chapters:

- A: The problem of the Development of Higher Mental Functions.
- B: Research Method.
- C: Analysis of Higher Mental Functions.
- D: The Structure of Higher Mental Functions.
- E: Genesis of Higher Mental Functions.
- F: The Development of Speech.
- G: Prehistory of the Development of Written Language.
- H: Development of Arithmetic Operations.
- I: Mastering Attention.
- J: The Development of Mnemonic and Mnemotechnical Functions.
- K: Development of Speech and Thinking.
- L: Self-Control.
- M: Cultivation of Higher Forms of Behaviour.
- N: The problem of Cultural Age.
- O: Conclusion; Further Research; Development of Personality and World View in the Child.
- P: The Question of Multilingual Children.
- Q: Epilogue.

4.5:

Volume 5

Child Psychology

Vygotsky's analytical dexterity is his greatest supportive arena that helped him establish as one of most prominent child psychologists in the world, and based on that logical faculty he, in this volume of Collected Works, tried to differentiate higher psychological functions from the lower ones, the respective self governance of cognitive characteristics from the anatomical and organic principles. He also focused on the subjection of the lower strategies to the higher ones illustrating the importance of how higher organs are socialised while considering theoretical and visionary reliance, semiotics and semantics and especially, the developmental stages of cognitive psychology from the early stage of life to the stage of puberty.

There are two parts in this volume. The first part, which consists of nearly one-half of Vygotsky's book, "Pedology of the Adolescent" (A & P, 2014) was published in a limited versions while Vygotsky was alive. The second part of this volume is "Problems of Child (Developmental) Psychology" and it was published after Vygotsky had died.

According to some researchers, in this volume there are some invaluable explications that focus on the amplification on Vygotsky's basic and theoretical principles based on how children look into the psychological world in their different stages of life. These are as follows:

1: Vygotsky illustrated the transformational strategies from rudimentary psychobiological movements to grown psychological operations focusing on the intellectual and social interaction of this qualitative alteration.

2: He also showed how the cognitive movements integrates amoebic methods into psychological phenomena.

Finally, this volume consists of this following chapters:

4.5.1: Section 1: Pedology of the Adolescent

- A: Development of Interests at the Transitional Age.
- B: Development of Thinking and Formation of Concepts in the Adolescent.
- C: Development of Higher Mental Functions during the Transitional Age.
- D: Imagination and Creativity in the Adolescent.
- E: Dynamics and Structure of the Adolescent's Personality.

4.5.2: Section 2: Problems of Child (Developmental) Psychology

- A: The Problem of Age.

- B: Infancy.
- C: The Crisis of the First Year.
- D: Early Childhood.
- E: The Crisis at Age Three.
- F: The Crisis at Age Seven.
- G: Epilogue.

4.6:

Volume 6

Scientific Legacy

Vygotsky, at his 37, died in 1934 after he had contracted tuberculosis from his younger brother who was being cared by Vygotsky during those days. His relatives, pupils and associates showed a great loyalty and responsibility to him keeping his works alive and publishing them not only in Russia but also in the West. 1960 was a revolutionary year for Vygotskian publications as in this year his "Thought and Language" was first published in English by his above mentioned well wishers creating some curiosity about Vygotsky in the readers minds. 1978 was more prominent than 1960 as in the later year Vygotsky's contribution to psychology, education and philosophy largely came to light for the first time with the publication of "Mind in Society". (Holzman & Newman, 1993).

Vygotsky is not only the architect of Russian psychology but also one of the most prominent universal theorists who has still been being treated as the major influencer of formulating the psychological curriculum since the 1920s illustrating the impact of Psychological Thought on the European and Russian educational settings (Holzman & Newman, 1993).

Though Vygotsky's psychological thoughts were not that much recognised during his life time, educational professionals now-a-days are treating his sociocultural theory regarding the advancement of human psychology, evolution, thought and speech as the foundation of children's cognitive development, adult literacy and special education not only creating a bridge between Vygotskian beliefs and the psychological notions of Piaget, Skinner, Freud et al but also demonstrating his concepts more widely than those of others. According to Kerr (1997), though the West appreciated and accepted Vygotskian theory after he had died, they have more to learn from this Soviet thinker, especially from his ideologies about institutional alteration, social and classroom interaction, cognitive development and historical and cultural impacts on human behaviourism and constructivism.

There are two sections in this volume. These are:

4.6.1: (A) Tool and Sign in the Development of the Child

4.6.2: (B) The Teaching about Emotions. Historical-Psychological Studies

These two sections include the following chapters:

A (1): The Problem of Practical Intellect in the Psychology of Animals and Psychology of the Child.

- A (2): The Function of Signs in the Development of Higher Mental Processes.
- A (3): Sign Operations and Organization of Mental Processes.
- A (4): Analysis of Sign Operations of the Child.
- A (5): Methods of studying Higher Mental Functions.

Including some areas on human psychological development the section two focuses on “On the Problem of the Psychology of the Actor’s Creative Work”.

There are some texts those were not included in The Collected Works. These are

Lectures on Pedology (1933-34) Russian:

5.1: Part I. The foundations of Pedology

- Lecture 1: The object of pedology.
- Lecture 2: The characteristics of the method of the pedology.
- Lecture 3: The study of the heredity and the environment.
- Lecture 4: The Problem of the Environment.
- Lecture 5: The general laws of the psychological development of the child.
- Lecture 6: The general laws of the physical development of the child.
- Lecture 7: The laws of the development of nervous system.

5.2: Part II. The Problem of Age

- The concept of pedological age.
- The problem of the periodisation of children's development dependent on age.
- The structure and dynamics of the age.
- The problem of age and the diagnostics of development.
- The crisis of age 3-7.
- The negative phase of the transitional age.
- The school age.
- Thinking of the schoolchild.
- The Psychology of Art (1917).
- Educational Psychology (1926).
- Ape, Primitive Man and the Child (1930).

6: In the Vygotsky Reader:

- Introduction to Freud’s Beyond the Pleasure Principle, with Luria.
- Principles of Social Education for deaf-dumb children.

The Socialist Alteration of Man.
Thought in Schizophrenia.
Fascism in Psychoneurology.

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Further reading:

- 1: Marxist Psychology & Vygotsky's Thoughts. Last viewed 31st of October 2018 <<https://www.marxists.org/glossary/people/v/y.htm#vygotsky-lev>>
- 2: Some important moments of Vygotsky's life. Time line: Last viewed 31st of October, 2018 <<http://www.massey.ac.nz/~wwpapajl/evolution/assign2/MHR/timeline.html>>
- 3: The Collected Works of L.S.Vygotsky. Last viewed 31st of October, 2018 <<https://www.marxists.org/archive/vygotsky/collected-works.htm>>
- 4: Thought and Language: Last viewed 31st of October, 2018 <<http://science.sciencemag.org/content/136/3510/36.1>>
- 5: The Fundamentals of Defectology (Abnormal Psychology and Learning Disability). Last viewed 31st of October, 2018 <<http://www.bgcenter.com/Fundamentals.htm>>

6: The Concept of Culture in Vygotsky's Thinking. Last viewed 31st of October.

< <http://journals.sagepub.com/doi/10.1177/1354067X9600200302>>

7: The Collected Works of L.S. Vygotsky: Volume 3. Last viewed 31st of October, 2018. Available at:

<https://books.google.co.uk/books?id=ZzjZMml-9ZgC&printsec=frontcover#v=onepage&q&f=false>

8: Vygotsky, L. S. (1987/1934). Thinking and speech. In L. S. Vygotsky, Collected works (Vol. 1, pp. 39–285) (R. Rieber & A. Carton, Eds.; N. Minick, Trans.). New York: Plenum.

9: Vygotsky, L. S. (1987). Lecture 4. Emotions and their development in childhood. In L. S. Vygotsky, Collected works (Vol. 1, pp. 325-337) (R. Rieber & A. Carton, Eds.; N. Minick, Trans.). New York: Plenum.

10: Vygotsky, L. S., & Rieber, R. W. (Ed.). (1998). Cognition and language: Series in psycholinguistics. The collected works of L. S. Vygotsky, Vol. 5. Child psychology (M. J. Hall, Trans.). New York, NY, US: Plenum Press.

11: Vygotsky, L. S. (1999a). The teaching about emotions. Historical-psychological studies. In The collected works of L. S. Vygotsky (Vol. 6: Scientific Legacy) (R. Rieber, Ed.; M. J. Hall, Trans.) (pp. 71-235). New York: Plenum.

12: Vygotsky, L. S. (1999b). On the problem of the psychology of the actor's creative work. In The collected works of L. S. Vygotsky (Vol. 6: Scientific Legacy) (R. Rieber, Ed.; M. J. Hall, Trans.) (pp. 237-244). New York: Plenum.