

Philosophical and Pedagogical Preconditions and Development Algorithm of the Ascent from the Abstract to the Concrete in V. V. Davidov's Didactics

(Continued)

Abstract. The second part of the paper denotes the significant philosophical and pedagogical problems related to implementation of V. V. Davydov's method of ascent from the abstract to the concrete, referred to as the basic concept of developmental education. Analyzing the potential and advantages of the above method along with the development technologies, the author gives the positive interpretation of traditional developmental education in the context of contemporary educational processes, and demonstrates its universality and the necessity for further extension far beyond the primary school limits.

The paper contrasts the depth psychology, oriented on inner unconscious psychic processes and regarded as pedagogical basis (V. P. Zinchenko), and the vertex psychology focused on self-realization opportunities (L. S. Vygotsky, V. Frankl). The author regards the vertex psychology, addressing the spirit and intelligence, as the possible way out of educational crisis. The concept of developmental education aimed at fostering the students' cognitive abilities and humanistic attitude can contribute significantly to the educational process.

Keywords: methodology, dialectics, synergetics, synergy-oriented pedagogy, psychology, fusion of a subject and object, setting problems, vertex psychology, vertex pedagogy, depth psychology.

Referens

1. Brecinka V. Theory of educational concepts, or Philosophy of pedagogical knowledge: the foundations for the science of education, philosophy of education and practical pedagogy. M.: Nauka, 2005. 124 p. (In Russian)
2. Davydov V. V. About the concept of developing education. *Pedagogika*. 1995. № 1. P. 23 (In Russian)
3. Davydov V. V. Problems of developmental teaching: The experience of theoretical and experimental psychological research. M.: Pedagogika, 1986. 240 p. (In Russian)

4. Zinchenko V. P. Education. Thinking. Culture. *Novoe pedagogicheskoe myshlenie*. 1989. P. 90–102. (In Russian)
5. Kedrov B. M. Day of a great discovery. M.: Jeditorial URSS, 2001. 640 p. (In Russian)
6. Mahmutov M. I. Theory and practice of problem-based learning. Kazan': Tatarskoe knizhnoe izdatel'stvo {Kazan: Tatar book publishing house}, 1972. 551 p. (In Russian)
7. Rakitov A. I. Historical cognition: a system-epistemological approach. M.: Politizdat, 1982. 303 p. (In Russian)
8. Sorokin P. A. Civilization. Company. M.: Politizdat, 1992. 543 p. (Translated from English)
9. Fejnman R. Dozen lectures: six simpler and six more complicated. M.: Binom; Laboratorija znaniy, 2006. 318 p. (Translated from English)
10. Philosophical consciousness: the drama updates M.: Politizdat, 1991. 413 p. (In Russian)
11. Fromm Je. Psychoanalysis and ethics. M.: Respublika, 1993. 415 p. (In Russian)
12. Shopengaujer A. Aphorisms and maxims. L.: Leningradskij universitet, 1990. 228 p. (Translated from English)
13. Jel'konin D. B. Selected philosophical writings. M.: Pedagogika. 1989. 560 p. (In Russian)
14. Markuze G. Eros and Civilization. One-Dimensional Man: A study of ideology of advanced industrial society. M.: ACT, 2002. 526 p. (Translated from English)