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PSYCHOLOGICAL AND PEDAGOGICAL PERIODIZATION OF CHILDHOOD IN THE CONCEPTS OF THE RUSSIAN SCIENTIFIC SCHOOL OF THE XX–XXI CENTURIES

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Abstract. The relevance of studying the phenomenon of childhood, including its periodization, is shown. The study of this topic makes it possible to understand the hidden patterns of the relationship between the systems of “personality” and “society”; it is a contribution to the formation of the theoretical basis of Russian social policy, which includes demography, health care, education, culture, and science.

Historically established (generally accepted) and nominal periodizations of childhood are examined, and the most important criteria for the periodization of childhood are mentioned. The author’s concept of periodization of childhood is presented, integrating postembryonic (juvenile) ontogenesis, mental development, social interaction, and the dynamics of the mother-child relationship. The author’s periodization of childhood is systemic in nature, takes into account the biopsychosocial nature of a person, develops a systemic theory of personality (STP), and complements the epistemological models of the mother-child relationship.

The systematization of childhood periodization is considered. In order to uphold the prominence of Russian science, the concept developed by the classic Soviet psychologist L. Vygotsky is emphasized. The author of this work illustrates the principle of systematizing childhood periodization formulated by L. Vygotsky.

The author’s systematization of the nominal periodizations of childhood is presented and supplemented by graphic illustrations. Perspectives for further research are outlined.

Within the framework of the authors’ professional interests, childhood and its periodization problem are considered an additional direction in systemic-personological research as a separate element of the structure of human reproductive function, an integral part of the mother-child relationship.

The material in this article complements the epistemological models used in pedagogy, psychology, and medicine and is intended for use in the educational process of higher education. The periodizations of childhood may be in demand in the study of academic disciplines such as pedagogy, age psychology, anthropology, human morphology, physical education, sport, history, and philosophy.

Keywords: *pedagogy, psychology, history, childhood, periodization of childhood, child, biopsychosocial development, ontogenesis, human being, process of growing up*

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Introduction

The relevance of the study arises from the influence of social factors (problems of globalization, modernization processes in the political, economic, social, and cultural spheres of society, the anthropic crisis, and the collapse of traditional education and upbringing systems), which forced researchers to rethink the phenomenon of childhood. It is necessary to propose modern approaches to its study to analyze the past, explain the present, and predict the future [1, 2].

Of particular importance is the author's periodization of childhood. There is an urgent need to create a new concept that is systemic in nature, takes into account the biopsychosocial nature of man, develops a systemic theory of personality (STP), complements epistemological models of mother-child relationships, and serves as a scientific and methodological basis for the creation of new psychological and pedagogical models of upbringing and education of the younger generation.

The study of the phenomenon of childhood and, in particular, various aspects of its periodization makes it possible to understand the hidden patterns of the relationship between the systems of personality and society; it is a contribution to the formation of the theoretical basis of Russian social policy, which includes the areas of demography, health care, education, culture and science [1].

Aim of the study: To determine whether the periodizations of childhood studied reflect mother-child relationships.

Research objectives:

1) To analyze the Russian scientific approaches to the psychological and pedagogical periodization of childhood in the 20th century;

2) To determine whether Russian scientific approaches to the psychological and pedagogical periodization of childhood in the 20th century take into account mother-child relationships;

3) Proposal of a periodization of childhood by the author that includes the mother-child relationship;

4) systematization of the existing periodizations of childhood, taking into account the work of Russian scholars in this direction.

Research hypothesis: All considered periodizations of childhood reflect the mother-child relationship.

Research methods and techniques: In accordance with the purpose and objectives of the study, a methodological apparatus was used, which includes general scientific research methods:

- scientific method;
- systems analysis;
- hermeneutic method;
- inductive method;
- deductive method;
- method of comparison and analogies;
- generalization method;

Auxiliary methods:

- method of graphical representation of data.

Basic Concepts of Childhood Periodization

If we look at the modern scientific periodizations of childhood (beginning of the 20th century – until today), we notice that they are becoming more complex with the accumulation of new knowledge and scientific and technological progress. Let us introduce the periodizations of childhood proposed by Russian scientists.

Periodization of childhood by L. Vygotsky. The concept of child development proposed by the well-known Soviet psychologist L. Vygotsky (1896–1934) [3-6] considers the transitions from one age stage to the next through a crisis:

- 0–2 months – neonatal crisis. Features: Change of habitat from liquid to air. Result: Development of a psychophysiological superstructure above the neurophysiological level.

- 2 months – 1 year – infancy. The social situation for development: direct, emotionally charged communication with the mother. Leading activity: social-cognitive. Central age-related new formation: Area of motivation and needs.

- Crisis 1 year. Characteristics: the emergence of independence. Consequences: upright posture, the psychological need of the child to communicate with adults, the emergence of autonomous speech, and protest reactions.

- 1–3 years – early childhood. The social situation for development: collapse of the relationship system with a significant adult, adaptation of socially accepted behavior to the subject. Leading activity: object-manipulative. Central age-related new formation: Thinking and associated language.

- Crisis 3 years. Characteristics: isolation of own 'I' from the surrounding world. Devaluation of adults. Result: Revision of the interaction between the following systems: personality development and society.

- 3–7 years – pre-school age. Social situation for development: socialization of the child, integration into the system of relationships with peers. Leading activity: social role play. Central age-related new formation: visual-figurative thinking, voluntary behavior regulation, memory development.
- Crisis 7 years. Characteristics: Beginning of school years. The emergence of a new social role. Result: a re-evaluation of values, change in behavioral structure, and emergence of an inner mental life.

- 8–12 years – school age. The social situation for development: education. Leading activity: a learning experience. Central age-related new formation: a sphere of volition, formation of skills for action planning.

- Crisis 13 years. Characteristics: Puberty. Contrast with the adult world. Result: Feeling of already being an adult, occurrence of intrapersonal conflicts.

- 14–17 years – puberty. The social situation for development: communication with peers. Leading activities: communication, education, work. Central age-related new formation: personality development (value-needs sphere, I-concept, norms).

- Crisis 17 years. Characteristics: search for one's own place in society. Result: personal growth and acquisition of an adult identity. Growing up which leads to the emergence of new social roles. Responsibility. Professional self-determination.

- 17–20 – Youth. Social development situation: personal and professional self-determination, gaining independence. Leading

activities: education, work, sport, hobbies. Central age-related new formation: personality (world view, sense of citizenship, social maturity); knowledge, skills, abilities.

An essential feature of the periodization proposed by L. Vygotsky is the identified patterns of change from stable periods of development to unavoidable crises. In addition, the temporal boundaries that determine the beginning and end of a child's developmental crises are blurred, and the severity of persistent crises varies.

The periodization of childhood by D. Elkonin (1904–1984) [7, 8] further developed the concepts of L. Vygotsky within the activity theory framework widely used in Russian psychology. – The periodization of child development developed by him comprises a series of stages:

1) Early childhood is the stage of discovering one's own abilities.

- 0–1 year – infancy. Leading activity: communication with adults. Area of activity: getting to know oneself and the world around oneself, developing communication skills. Area of psyche development: personal.

- 1–3 years – early age. Leading activity: Making objects and tools. Activity area: actions with objects. Developmental area of the psyche: visual-active thinking.

2) Childhood is the phase of understanding one's own abilities.

- 3–7 years – pre-school age. Leading activity: role play. Area of activity: communicative, socially significant. Area of psyche development: personal.

- 7–11/12 years – primary school age. Leading activity: training. Direction of activity: acquiring knowledge about objects and phenomena of the surrounding world, improving social interaction skills. Area of development of the psyche: personal, cognitive.

3) Adolescence is the stage of realization of one's own abilities in activities that meet the needs of the 'I.'

- 11/12–15 years – adolescence. Leading activity: Communication with peers. Area of activity: development of self-esteem, critical thinking skills, independence, interaction with society. Area of psyche development: personal.

- From the age of 15 – early adolescence. Leading activities: Education, work. Direction of activity: formation of a worldview and value system, choice of profession. Area of development of the psyche: personal, cognitive.

The periodization proposed by D. Elkonin comprehensively reflects the development of the human psyche and the formation of new social roles. This periodization is a classic of Russian psychology; it is fundamental in nature and widely used in practice.

Presentation of the Most Important Results of the Study

A comparative analysis of the periodizations of childhood is considered in Table 1.

Table 1

Comparative analysis of the periodization of childhood

No	Investigated concept	Basic criteria for periodization	Reflected aspects (biological, psychological, social)	Consideration of the mother-child relationship	Criterion of universality*
1	Periodization of childhood by L. Vygotsky	Age crisis the social situation for development, leading activity, central age-related neoplasm	Biological, psychological, social	No	Yes
2	Periodization of childhood by D. Elkonina	Leading activity, direction of activity, area of development of the psyche	Psychological, social	No	No

Note: *The criterion of universality here refers to the consideration of all three aspects of the nature of Homo sapiens (biological, psychological, social) in the periodization.

The data given in the table 1 leads us to the following conclusions:

- the concepts of periodization of human ontogenesis are based on different criteria;
- the concepts of periodization of childhood proposed by domestic scientists (L. Vygotsky, D. Elkonin) are based on a number of criteria and are complex epistemological models;
- None of the concepts of periodization of childhood reflects the mother-child relationship.

It should be noted that the concept of periodization of childhood by D. Elkonin is generally accepted in Russia and serves as a tool for solving pressing problems in the natural sciences and humanities.

Thus, the aim of the study was achieved. The research hypothesis was refuted: Not all considered periodizations of childhood reflect mother-child relationships.

In accordance with the objectives of the study, I. Shelekhov's periodization of childhood was proposed, which considers mother-child relationships.

Childhood Periodization by I. Shelekhov. To facilitate the integration of natural-biological (medical) and psychological (humanistic) concepts about the nature of *Homo sapiens*, to study in more detail the processes underlying the formation of the human psyche, to carry out a systemic analysis of the patterns of biopsychosocial development, and to create a methodological basis for the study of motherhood and mother-child relationships, I. Shelekhov (b. 1971) proposed an original periodization of childhood [9, 10].

The theoretical basis for the periodization of childhood:

- General principles of systems theory;
- Systemic approach (B. Lomov);
- Systemic structural level concept of the psyche (M. Rogovin, G. Zalevsky);
- Provisions of the theory of relationship psychology (V. Myasishchev);
- Systemic model of the study of man (B. Ananyev);
- Systemic theory of personality (I. Shelekhov);
- Systemic theory of human reproductive function (I. Shelekhov);
- Gender schema theory and the concept of androgyny (S. Bem);
- Person-centered (client-centered) approach (C. Rogers);
- Transactional analysis (E. Berne);
- Humanistic psychology (A. Maslow, C. Rogers, G. Allport, R. May, V. Frankl).

Criteria for the periodization of childhood:

Formation and development of the structure of the psyche, which comprises four subsystems:

- Biological basis,
- Consciousness,
- Personality,
- Cognitive domain.
- Interaction between the systems “individual” and “society”.
- Mother-child relationships.

The proposed periodization of biopsychosocial development (juvenile ontogenesis) identifies four different phases (Fig. 1).

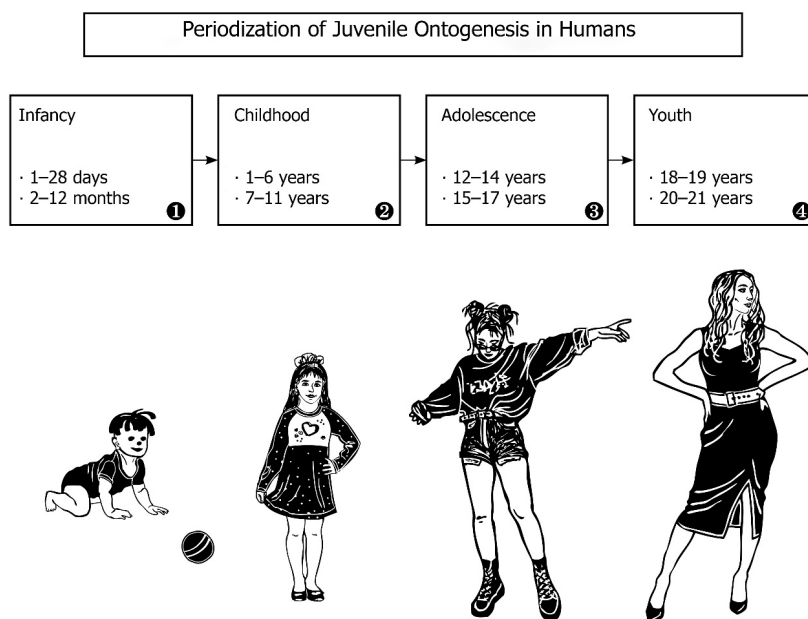


Fig. 1. Periodization of human biopsychosocial development (juvenile ontogenesis) (according to I. Shelekhov)

Let us consider the content of the stages of human maturation in more detail.

Stage 1. Infancy – the beginning of knowledge of the world around us. The dominance of physiological and mental adaptation processes to the surrounding world. The beginning of personality formation.

Stage 2. Childhood – continuation of knowledge of the world around us (knowledge about it corresponds to about 70.0% of an adult's knowledge). Biological, psychological, and social adaptation to the surrounding world.

Stage 3. Adolescence – the desire to gain individuality. Exacerbation of objectively existing biological and social contradictions, the emergence of intrapersonal conflicts. Dominance of individualization processes.

Stage 4. Youth – the beginning of an independent life. Dominance of integration processes into society. Completion of personality formation and the beginning of its development.

The author's epistemological model systematically characterizes the biopsychosocial development of a person, the formation of subsystems of his psyche (consciousness, personality, cognitive sphere), the interaction of the "personality" – "society" systems, and mother-child relationships [11] (Table 2).

Table 2

*Periodization of human biopsychosocial development (juvenile ontogenesis)
(according to I. Shelekhov)*

No	Criteria		Processes
Stage 1. Infancy			
Period: 1–28 days – Neonatal Period			
1	Human Psyche	Biological Basis	Development of the biological basis of the psyche (nervous, endocrine, and sensory systems). Innate reflexes (about 75) play a significant role in the functioning of the psyche
		Consciousness	The emergence of the first elements of consciousness (wakefulness alternating with sleep)
		Personality	Presence of individuality as a prerequisite for the development of personality structure. Presence of seven basic emotions
		Cognitive Domain	Formation of sensation, perception, thinking, and attention
2	Interaction between Individual and Society Systems		The child primarily interacts with the mother
3	Mother-Child Relationships		Complete dependence on the mother, the need for breastfeeding, meticulous care, and medical attention.
Significant Events of the Period			Birth: physiological adaptation of the body to life in an air environment; initiation of breastfeeding (from the first hour of life)
Period: 2–12 months – Infancy			
1	Human Psyche	Biological Basis:	Intensive development of the biological basis of the psyche. High plasticity of the nervous system. Development of purposeful movements based on conditioned reflexes (4–11 months)
		Consciousness	Wakeful consciousness is manifested through reactions to the surrounding environment
		Personality	Further development of individuality. Predominance of lower (protopathic) emotions (cited by Astvatsaturov, M.I., 1923, 1939, 2017)
		Cognitive Domain	Development of cognitive processes (sensation, perception, thinking, memory, attention, imagination). Development of the first signaling system (pre-speech stage: crying, cooing, babbling, modulated babbling [1–12 months])
2	Interaction between Individual and Society Systems		The child interacts primarily with family members.
3	Mother-Child Relationships		The mother plays an exceptionally important role in ensuring the child’s full biopsychosocial well-being and development
Significant Events of the Period			Introduction of complementary feeding (from 4–5 months); learning to walk upright (from 9 months)

Continuation of Table 6

No	Criteria	Processes
Stage 2. Childhood		
Period: 1–6 years – Pre-school Age		
1	Human Psyche	Biological Basis: Maturation of cerebral cortex functions. Formation of conditioned reflexes. Active mental activity. Completion of brain development (by 6 years)
		Consciousness: Object-based consciousness manifests through complex reactions to the surrounding environment (1 to 3 years). Emergence of individual consciousness and self-awareness ('I') (from 3 years)
		Personality: Completion of the formation of basic character traits (by 5 years). Formation of the first (archaic) version of a life script (1–3 years). Complexification of the emotional sphere, emergence of feelings
		Cognitive Domain: Development of sensations (1–6 years). Formation of object-action thinking (1–2 years), visual-imaginary thinking (3–4 years), and verbal-logical thinking (5–6 years). Development of thinking and the second signaling system – spoken language (imitative words from 1.5 years, two-word phrases from 2 years, vocabulary reaching about 1,000 words by 3 years) and written language (writing skills for printed and cursive letters, numbers [from 4–5 years], and writing words [from 5–6 years])
2	Interaction between Individual and Society Systems	The child interacts with family members and peers in a pre-school environment. The primary activity is play
3	Mother-Child Relationships	Biological separation from the mother. Psychological readiness for brief separations (1–6 hours) from the mother
Significant Events of the Period		Mastery of upright walking (by 1.5 years); natural completion of breastfeeding (2–3 years); attendance of pre-school institutions (from 3 years); beginning of the loss of primary teeth (from 6 years)
Period: 7–11 years – Early School Age		
1	Human Psyche	Biological Basis: Onset of puberty (from 8–9 years in girls, 10–11 years in boys). Changes in the endocrine system. Imbalance in the functioning of the central nervous system
		Consciousness: Formation of collective consciousness (from 9 years)
		Personality: Increasing complexity in self-concepts, development of the “self-concept.” Initial reworking of the archaic life script (palimpsest) (3–11 years). Emergence of higher (epicritic) emotions (cited by M. Astvatsaturov, 1923, 1939, 2017)
		Cognitive Domain: Formation of conceptual (abstract-symbolic) thinking (7–9 years)

Continuation of Table 6

No	Criteria	Processes
2	Interaction between Individual and Society Systems	Attendance of primary school (grades 1–4). The child interacts extensively with family members, classmates, and teachers. The primary activity is academic work. Active acquisition of social experience (academic activities, friendships, romantic interests, interpersonal conflicts)
3	Mother-Child Relationships	The mother remains highly significant for the child's socialization
Significant Events of the Period		Start of formal schooling (at age 7)
Stage 3. Adolescence		
Period: 12–14 years – Early Adolescence		
1	Human Psyche	Biological Basis: Imbalance in the functioning of the central nervous system
		Consciousness Development of collective consciousness
		Personality Secondary reworking of the life script (12–14 years). Development of independence. Emergence of egocentrism. Transition in self-concept from “I am a child” to “I am an adult.” Instability in the emotional sphere
		Cognitive Domain Development of critical thinking
2	Interaction between Individual and Society Systems	Education in middle school (grades 5–9). Priority is given to communication with peers. The main activities are academic and social. Development of skills and knowledge related to social interaction
3	Mother-Child Relationships	Functional separation from the mother – the ability to solve problems independently. Value separation from the mother – formation of independent opinions, views, and positions differing from those of the mother
Significant Events of the Period		Completion of the replacement of primary teeth (by age 12); emergence of secondary sexual characteristics; issuance of a passport in the Russian Federation (at age 14)
Period: 15–17 years – Late Adolescence		
1	Human Psyche	Biological Basis: Completion of puberty (by age 17 in girls). Changes in the endocrine system
		Consciousness Formation of reflective and social consciousness (from age 16)
		Personality Formation of a value system. Continued instability in the emotional sphere
		Cognitive Domain Development of cognitive flexibility, ability to operate with numerous variables, hypothesize, and predict outcomes. Emergence of self-analysis capabilities
2	Interaction between Individual and Society Systems	Education in high school (grades 10–11). Increased interaction with peers and contrast with the adult world. Preference for collective forms of communication. The primary activities are academic and social

Continuation of Table 6

Continuation of Table 1			
No	Criteria		Processes
3	Mother-Child Relationships		Conflictual separation from the mother – devaluation of the mother, with the ability to constructively resolve conflicts without experiencing anxiety, shame, or guilt
Significant Events of the Period			Reaching the age of sexual consent (16 years); attainment of fertility (on average, by 16–17 years)
Stage 4. Youth – The Beginning of Independent Life			
Period: 18–19 years – Early Youth			
1	Human Psyche	Biological Basis:	Completion of puberty (by age 19 in males). The organization of the cerebral cortex reaches adult levels. Completion of the biological foundation of the psyche
		Consciousness	Development of reflective and social consciousness
		Personality	Emergence of new social roles. Formation of worldview and civic stance. Finalization of the life script. Completion of the development of higher (epicritic, abstract) emotions (cited by M. Astvatsurov, 1923, 1939, 2017). Development of voluntary control over the emotional sphere
		Cognitive Domain	Formation of social thinking
2	Significant Events of the Period		Achievement of relative independence in everyday life, material needs, and psychological well-being from the parental family. Reduced significance of collective forms of communication, coupled with an increased emphasis on individual contacts. Expansion of the social and age-related characteristics of the social circle – interactions with family, friends, and academic/professional groups. The primary activity is academic and professional
3	Mother-Child Relationships		Normalization of relationships with the mother, acceptance of her individual and personal characteristics.
Significant Events of the Period			Completion of secondary education; attainment of legal adulthood and full civil rights (at age 18); entry into the workforce; military conscription service (ages 18–19)
Period: 20–21 years – Late Youth			
1	Human Psyche	Biological Basis:	Achievement of biological and structural maturity of the skeleton and maximum brain weight (by age 20). State of physical (somatic) and psychological maturity
		Consciousness	Development of advanced social consciousness and self-awareness
		Personality	Active implementation of the life script. Professional self-determination. Completion of emotional sphere development. Social maturity. Finalization of personality structure and the beginning of its expansion
		Cognitive Domain	Achievement of cognitive maturity – cognitive abilities for understanding the world reach their peak

End of Table 6

No	Criteria	Processes
2	Interaction between Individual and Society Systems	Engagement with society typical of an adult. Achievement of independence in everyday life, finances, and psychological matters. The primary activity is professional work
3	Mother-Child Relationships	Psychological and social separation from the mother.
Significant Events of the Period		Departure from the parental home and living independently, engaging in professional work, and forming one's own family

The author's periodization of childhood outlined in the table enables us to examine in detail the processes of ontogenesis of the juvenile human being.

The author's analysis of the periodization of childhood is shown in Table 3.

Table 3

Analysis of the author's periodization of childhood

No	Concept Researched	Basic criteria for periodization	Reflected aspects	Consideration of the mother-child relationship	Universality criterion*
1	Periodization of childhood by I. Shelekhov	Development of the Human Psyche, Interaction of "Individual" and "Society" Systems, Mother-Child Relationships, Significant Events of the Period	Biological, psychological, social	Yes	Yes

Note: *The criterion of universality here refers to the consideration of all three aspects of the nature of Homo sapiens sapiens (biological, psychological, social) in the periodization.

The data presented in Table 3 allow us to come to the following conclusions:

- the concept of periodization of childhood proposed by I. Shelekhov is based on a number of criteria and is a complex epistemological model;
- the author's periodization of childhood is systemic in nature and takes into account the biopsychosocial nature of man,
- It also takes into account the patterns of mother-child relationships.

The periodization of the author's childhood is of practical importance because, on its basis, it is possible to build modern psychological and pedagogical models of upbringing and education for the younger generation.

Since there are many periodizations of childhood, the question of their classification arises. Let us consider approaches to solving this scientific problem.

Systematization of the periodization of childhood

At a certain point in the development of science, it was necessary to systematize the existing approaches to the periodization of childhood. One type of systematization is the classification of concepts according to certain criteria. L. Vygotsky dealt with the problem of creating such a hierarchical unit.

Systematization of L. Vygotsky's periodizations of childhood. In his works, the classic of Russian psychology, L. Vygotsky (1896–1934) identified three groups of periodizations that differ in the type and number of significant criteria of child development:

- according to an internal criterion;
- according to an external criterion;
- according to a series of criteria.

The authors have put together an original graphic representation that reflects the principle of systematization of the existing periodizations of childhood proposed by the Soviet psychologist L. Vygotsky (Fig. 2).

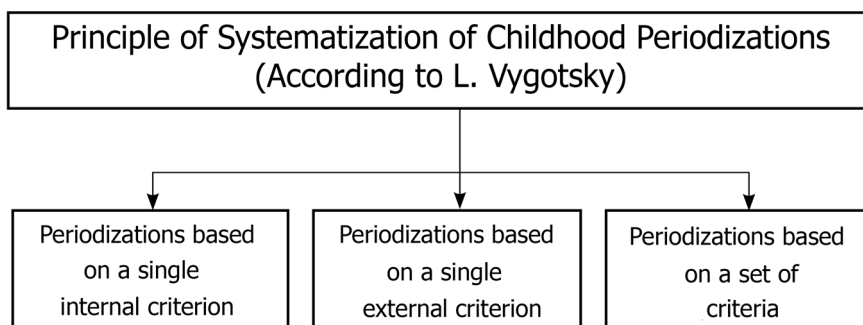


Fig. 2. The principle of systematization of childhood periodizations proposed by L. Vygotsky

Alternative systematizations can be developed by altering the criteria and principles of the organization. The author's systematization of childhood periodizations involved various scientific research methods, including analysis, synthesis, generalization, and comparison. Let us now examine the author's systematization of childhood periodizations.

Systematization of Periodizations of Childhood by I. Shelekhov

The principle of systematization of periodizations of childhood proposed by L. Vygotsky considers the criterion's endo- or exogenous nature. In our opinion, the qualitative characteristics of the criterion are not important. Therefore, the systematization of periodizations of childhood by I. Shelekhov is based on the principle of mono- or poly-criteria (Fig. 3).

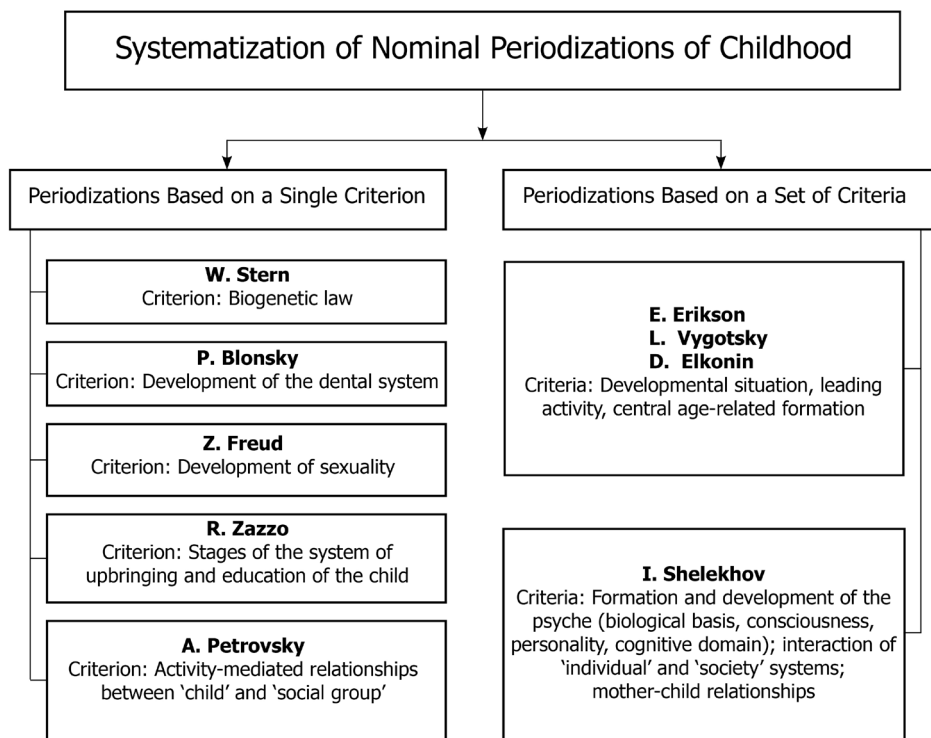


Fig. 3. Systematization of the nominal periodizations of childhood (after I. Shelekhov)

To complement the existing epistemological models, the authors (I. Shelekhov, G Belozerova) have integrated their own periodization of human biopsychosocial development (juvenile ontogenesis) into the author's systematization of periodizations of childhood.

Conclusions. The psychology of childhood is a current and promising topic of scientific research.

A classic of Russian psychology is the periodization of childhood proposed by D. Elkonin. It is of fundamental importance, comprehensively reflects the development of the human psyche and the development of new social roles, and is widely used in practice.

The author's (I. Shelekhov) periodization of childhood is systemic in nature, takes into account the biopsychosocial nature of a person,

develops a systemic theory of personality (STP), and complements the epistemological models of mother-child relationships.

There is a tendency to complicate the problem of the periodization of childhood due to the development of science as a social institution and the introduction of innovative technologies into practice.

The existing periodizations of childhood are a toolbox for solving various scientific and applied problems.

From a scientific point of view, the considered periodizations of childhood are equivalent subsets of criteria. On this basis, a discussion of the advantages and disadvantages of one periodization over another appears to be unpromising. Each of the available periodizations of childhood can be regarded as optimal for the description of ontogenetic processes of a biological, psychological, and social nature.

Prospects for further research. The periodization of childhood is a current topic of scientific research. The promising areas of work in this field of knowledge are arranged in order from general to specific questions: 1. Concepts of domestic and foreign scholars supplement the systematization of nominal periodizations of childhood by the author. 2. Analysis of the works of scientists (biologists, physiologists, physicians, anthropologists, psychologists, pedagogues, sociologists, cultural experts, philosophers) engaged in the study of the biopsychosocial nature of man and his development. 3. The author complements the periodization of human biopsychosocial development (juvenile ontogenesis) with the subsequent stages (maturity, (reproductive and post-reproductive periods), old age, senility, and longevity). 4. Creation of models for the provision of individual psychological help, taking into account age periodization. 5. Development of recommendations for maintaining human biopsychosocial health for each phase of ontogenesis.

Scientific research in the above directions will allow us to gain new knowledge about education and human development [12-14].

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ПСИХОЛОГИЯ

ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ ПЕРИОДИЗАЦИЯ ДЕТСТВА В КОНЦЕПЦИЯХ РОССИЙСКОЙ НАУЧНОЙ ШКОЛЫ XX–XXI ВЕКОВ

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Аннотация. Обозначена актуальность исследования феномена детства, в том числе – его периодизации. Исследование в данной тематике дает понимание скрытых закономерностей взаимоотношения систем «личность» – «социум»; является вкладом в формирование теоретического базиса социальной политики государства, охватывающей области демографии, здравоохранения, образования, культуры, науки.

Освещены исторически сложившиеся (общепринятые) и именные периодизации детства. Даны основные критерии периодизации детства. Представлена авторская концепция периодизации детства, интегрировавшая постэмбриональный (ювенильный) онтогенез, психическое развитие, социальное взаимодействие, динамику материнско-детских взаимоотношений. Авторская периодизация детства носит системный характер, учитывает биопсихосоциальную природу человека, развивает системную теорию личности (СТЛ), дополняет гносеологические модели материнско-детских взаимоотношений.

Рассмотрены систематизации периодизаций детства. С целью поддержания приоритета российской науки сделан акцент на концепции классика советской психологии Л. С. Выготского. Принцип систематизации периодизаций детства, разработанный Л. С. Выготским, проиллюстрирован авторским рисунком.

Представлена и дополнена графическим изображением авторская систематизация именных периодизаций детства. Обозначены перспективы дальнейших исследований.

В рамках профессиональных интересов авторов детство и проблема его периодизации рассматривается как дополнительное направление в системных персонологических исследованиях, отдельный элемент структуры репродуктивной функции человека, составная часть материнско-детских взаимоотношений.

Материал статьи дополняет гносеологические модели, используемые в педагогике, психологии, медицине, и рассчитан на применение в образовательном процессе высшей школы. Рассматриваемые периодизации детства могут быть востребованы в изучении таких учебных дисциплин, как

«Педагогика», «Возрастная психология», «Антропология», «Морфология человека», «Физическая культура и спорт», «История», «Философия».

Ключевые слова: педагогика; психология; история; детство; периодизация детства; ребенок; биопсихосоциальное развитие; онтогенез, человек, взросление

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