

A historical-comparative analysis of the theoretical bases of pedology in Russia and Bulgaria

Elena Sergeevna Minkova

Arzamas branch of Nizhny Novgorod State University
named after N. I. Lobachevsky

Mariyana Dimitrova Nyagolova

University of Veliko Turnovo “St. St. Cyril and Methodius”

Abstract

The aim of this paper is to identify the main prerequisites of pedology as a new branch of psychological knowledge in Bulgaria and Russia. Through the analysis of the work of Russian and Bulgarian psychologists and pedagogues, this study sheds light upon the history of pedology, as a complex science of children. In exploring foundational texts in pedology, we expand the field of historiography by incorporating data on the formation of pedology in Russia and Bulgaria at the beginning of 20th century, taking into account the features of socio-economic and cultural background.

Keywords: Bulgaria, Russia, history of psychology, pedology, evolution, “tolstoyism”.

Resumen

El presente artículo tiene como objetivo el de identificar los principales prerequisites de la pedología como una nueva rama del conocimiento psicológico en Rusia y Bulgaria. A través del análisis de las obras de psicólogos y pedagogos rusos y búlgaros, este estudio busca arrojar luz sobre la historia de la pedología, entendida como una ciencia compleja de los niños. Al explorar los textos pedológicos fundacionales expandimos el campo de la historiografía al incorporar datos acerca de la formación de esta disciplina a comienzos del siglo XX en Rusia y Bulgaria y al tener cuenta las características del contexto cultural y socio-económico.

Palabras clave: Bulgaria, Rusia, historia de la psicología, pedología, evolución, “tolstoismo”.

In Russia and Bulgaria, there is a large number of publications on the history of child psychology (Ananyev, 1981; Atanasov, 1987, Beldedov, 1940, Galperin, Zaporozhets & Karpova, 1978; Dzhurunsky, 1998; Kadnevsky, 2005; Lectorsky, Sa-

* Correspondencia: Elena Sergeevna Minkova, Arzamas branch of Nizhny Novgorod State University named after N. I. Lobachevsky Nizhny Novgorod, Russia, <helensea59@mail.ru>. Mariyana Dimitrova Nyagolova University of Veliko Turnovo “St. St. Cyril and Methodius” Veliko Turnovo, Bulgaria, <nyagolova@mail.bg>.

dovsky & Ydin, 1969; Martsinkovskaja, 2004; Minkova, 2012, 2015; Nikol'skaya, 1995; Piryov, 1988; Smirnov, 1975; Terziyska, 2013 and others). Many authors from different countries wrote works on the history of Russian psychology during the Soviet period (Brozek, 1962; Brozek, 1964; Brozek & Slobin, 1972; Grigorenko, Ruzgis & Sternberg, 1997; Joravsky, 1989; Mintz, 1959; Mintz, 1962; Murphy, 1983; Simon & Simon, 2003). The problem of education and radicalism in Tzarist Russia was raised by Brower (1975). Many works were devoted to the famous Russian pedologist Lev Vygotsky, published both by foreign and by Russian authors (Cole & Wertsch, 1996; Daniels, 1996; Daniels, Wertsch & Cole, 2007; Etkind, 1990; Etkind & Gozman, 1991; Gredler & Shields, 2004; Kozulin, 1990; Lee & Smagorinsky, 2000; Newman & Holzman, 1993; Van der Veer & Valsiner, 1991, 1994; Van der Veer & Yasnitsky, 2011; Veresov, 1999; Vygotskaya & Lifanova, 1999a, 1999b; Wertsch, 1985; Yasnitsky, 2010, 2011).

Having analyzed existing studies on the history of psychology, we can assume that there is no comparative analysis of the prerequisites for the formation of pedology in Russia and Bulgaria. This conclusion explains the choice of the topic for this article.

The main purposes of this paper are (i) to provide the theoretical bases of pedology in chronological order and at the same time underline some general ideas; (ii) to conduct a comparative analysis of the theoretical foundations and development of pedology in Russia and Bulgaria; and (iii) to describe the main aims and problems of pedology.

THE INFLUENCE OF CHILD'S IMAGES IN LITERATURE ON THE FORMATION OF PEDOLOGY

The theoretical bases of pedology were shaped by the development of several sciences. Above all, the discoveries made in the fields of biology, pedagogy, literature and psychology had a big impact. It should be emphasized that Russian literature was a huge influence on the development of pedology. The contribution of Russian writers and poets made the development of pedology in Russia especially unique. The interest in childhood and in child's psychology resulted in the creation of amazingly accurate psychological portraits of children in the writings of Fedor Mihajlovich Dostoyevsky, Lev Nikolayevich Tolstoy and Vladimir Galaktionovich Korolenko. A spectrum of images of children in Dostoyevsky's books reflects the writer's thought on how children have an amazing ability for compassion. Amongst such images are the roles of Netochka Nezvanova ("Netochka Nezvanova"), Sonya Marmeladova ("Crime and punishment"), Nelli ("The insulted and humiliated") Iljusha Snegirev and Kolya Krasotkin ("The brothers Karamazov"). In Dostoyevsky's world, children organically

perceive the world as a living whole, united by the spirit of love, and they sincerely believe that in difficult times there is always someone who can help.

In the works of another Russian writer, Tolstoy, the topic of childhood is associated with his conviction that children are pure, sincere and intolerant of hypocrisy, as in the image of Serezha ("Anna Karenjina"). In the novel "War and peace" children are a measure of kindness and justice (Bezuhovs' and Rostovs' children: Andrusha, Natasha, Masha, Petja). The image of Nikolen'ka Irten'ev ("Childhood") is the prime example of a realistic story about childhood. Tolstoy described the birth of a child's spiritual world, the psychological characteristics of different ages, and child's sensitivity in the perception of the world. The period of early childhood is pure, positive and especially spiritual, the time of inner understanding of the world. For there is no today, tomorrow or now. There is only a feeling of moments in time, passing and timeless at the same time. Nikolenka thinks he always saw and knew the world. And even when he grows up, this feeling never leaves him. He sees no past, separated from present by some insurmountable obstacle. He perceives the past just as easily and naturally as the present.

But perhaps the most astonishing of the children's characters created by a Russian writer of that time, was the image of Petrus Popelsky in the story by Korolenko called "The blind musician". With psychological accuracy, the author finely drew a picture of a boy, born blind, reaching out to light and life. Korolenko managed to describe the subtle emotions and impressions of a three year old who listens to the world of sound. To show the readers the perception of the boy, the author used unique words to capture moments and feelings: "tinkling drops", "gently bubbling water", and "rustling leaves". The originality of Russian literature was reflected in the fact that the writers were not psychologists themselves; however, they were accurately describing a real child. In their works we find a real solution to difficult psychological problems. The story by Korolenko supports this theory. Is blindness a real tragedy in a child's life? Yes, it is. However, Korolenko tells us that correct psychological support (in the novel it is given by Uncle Maxim Jatsenko) and a suitable environment for education, gives a blind child a chance for a good life. This idea was subsequently developed and scientifically proven in the defectological concept of Vygotsky about the role of defect-judgment in the mental development of a child. According to Vygotsky, there were three stages of puberty: growth, crisis and maturation. He underlined arrhythmic nature of teenage puberty: the line of motives did not coincide with the line of development of organic changes in his body. Psychological structure of a teenager changed from lower elementary mental processes to higher mental functions under the influence of social environment. In his opinion, the emergence of consciousness was the primary new formation in adolescence. The major source of psychological development was within the individual changes directly linked to the social environment.

THE ROLE OF EVOLUTIONARY CONCEPTS IN ON THE CONSTRUCTION OF PEDOLOGY

The main objective prerequisite for the foundation of pedology was the idea of development that had come from biology. The emergence of evolutionary theories of Charles Darwin (1809-1882) at the end of 19th century led to great revolutionary changes not only in biology, but also in the scientific position in general. Friedrich Engels placed Charles Darwin's theory within the three most important scientific discoveries, along with the law of energy transformation and the discovery of the cell. In Russia the works of Darwin were widely known and were translated and re-printed many times. The Russian translation of Charles Darwin very first work "On the origin of species by means of natural selection or the preservation of favoured races in the struggle for life" (1864) was published in Moscow in 1864, "The expression of the emotions in man and animals" (Darwin, 1872) in Saint Petersburg in 1872 and "A biographical sketch of an infant" (Darwin, 1877) in Moscow in 1877. From 1896, Darwin's books were re-printed a number of times as a special collection of his works.

Another biologist, equally well known in Russia, was Ernst Haeckel (1834-1919). His works had also been translated and published in Russia (Haeckel, 1869, 1873, 1899). Darwin's theory of evolution and Haeckel's theory of recapitulation had a strong impact on Russian scientists.

Pedology posed similar problems for the specialists and parents in Bulgaria. However it was established as a science and was practiced using a different methodological basis than that in Russia. It was mainly influenced by the ideas of the German experimental pedagogy, introduced by Ernst Meuman.

The evolutionary theory of Darwin and the biogenetic law of E. Haeckel had a circumstantially indirect influence on the Bulgarian pedological theory. However, the pedagogical theories of Jean Jacques Rousseau and Leo Tolstoy were used with extraordinary popularity. The Bulgarian psychologists dedicated their historical research to them. The inclination to the "tolstoyism" laid foundations for the European centre of the functionalist psychology in Geneva at the end of the nineteenth century. A group of Bulgarian scientists from the Geneva University worked closely with Edouard Claparède, developed and used the ideas of Rousseau, alongside expressing great interest to the pedagogical views of Tolstoy (Baudouin, 1921).

The period of the second part of the 19th century psychology can be described as non-experimental psychology

THE INTRODUCTION OF EXPERIMENTAL METHODS IN PSYCHOLOGY IN RUSSIA

Without a doubt, the greatest contribution to the development of pedology was made by psychologists, although, the psychology of the second half of the 19th century can be described as non-experimental, as no experiments were run to the study human behaviour. The main method for studying the psyche of a child was the diary method, the observation of children's development using a particular schedule. An example of such a schedule was the calendar of child development published by Nikolai Nikolayevich Lange (Lange, 1892).

According to Lange, trial and error learning was a fundamental process for developing psyche. He singled out a number of stages in the development of the nervous system: undifferentiated stage of the psyche, the stage of differentiation of sensations and instinctive movements, the stage of individual experience, stage of man as a social and cultural being. In 1892, he wrote his book "Mind of a child in the first years of his life". It was a detailed guide for researchers and parents on how to observe a child. In the introduction he gave an example of a child's diary and suggested that parents should do the same in order to analyze children's behaviour (Lange, 1892). He set himself a goal to create experimental psychology in Russia. Lange opened the Laboratory of Experimental Psychology in Odessa in 1896.

The first experimental researches of child's behaviour started to increase actively during the last 20 years of the 19th and the first 20 years of the 20th century. Some important events characterized that period. For example, in 1885 at the Kasansky's University, Bekhterev started the first Russian Psychological Laboratory. The same year, M. M. Troitsky (1835-1899) founded The Psychological Association in Moscow. In 1889, he was the initiator of the first Russian psychological magazine called "Questions in philosophy and psychology". Ten years before that, in 1879 the Russian magazine "Family and school" asked parents of young children to supply them with facts bearing characteristics of their children's mind.

Another important researcher in the sphere of pedology was Ivan Alekseevich Sikorsky (1842-1919). In 1872, he obtained a MD, and worked in the Main Directorate of military schools, and then continued his work as a doctor at the Psychiatric Hospital of St. Nicholas. In 1886, Sikorsky became the founder and editor of the journal "Questions of neuropsychiatric medicine and psychology". In his books he analyzed individual features of mental processes and the overall physical wellbeing of children. He participated in a number of congresses (1891 –the II Congress of Russian Doctors; 1911 –the Congress of Psychiatrists in Moscow; 1882 –the Congress of Hygiene and Demography in Geneva). In 1889, he became the professor at the Department of Nervous and Mental Diseases at the University of St. Vladimir in

Kiev. In 1912, Sikorsky organized The Institute of Child Psychopathology in Kiev. He wrote a lot of books characterizing age-appropriate stages of mental development in children. Some of his works were devoted to problems on the upbringing and education of children (Sikorsky, 1901/1905).

It can be noted that at the beginning of the 20th century, psychologists and teachers in Russia took part in intensive theoretical, methodological and scientifically organizational activities. The development of methodological research in child psychology took a new step, when, in 1901, the first Laboratory of Experimental Educational Psychology under the leadership of Alexander Petrovich Nechayev (1870-1948) opened in St. Petersburg.

In 1898, Nechayev went to Germany, where he visited Wundt's laboratory in Leipzig, the laboratory of Muller in Gottingen and the laboratory of Kraepelin in Heidelberg. Whilst in Germany, it became Nechayev's ambition to open an experimental psychological laboratory in Russia. In 1899 he came back to Russia and organized a study on the peculiarities of memory of school age children in a number of educational institutions in St. Petersburg. At that time he wrote his work "To the question of the normal mental work", which was published in journal "Zeitschrift für Schulgesundheitspflege" (1900, N° 3), edited by F.F. Yerisman. He took part in a number of International and All-Union Congresses: the IV International Congress of Psychology in Paris (France, 1900); the I International Congress of Experimental Psychology in Hessen (Germany, 1904); the International Congress of Psychology in Frankfurt am Main (Germany, 1908); the International Congress of Psychology in Innsbruck (Austria, 1910); the International Congress of Psychology in Berlin (Germany, 1912); the International Congress of Psychology in Sydney (Australia, 1914). His speech "Ueber die Gedächtnisentwicklung bei Schulkindern", at the IV International Congress of Psychology in Paris, was published in "Zeitschrift für Psychologie" (1900), edited by H. Ebbinghaus. Nechayev was one of the organizers of several congresses in Russia as The Congress of Pedagogical Psychology in St. Petersburg (1906, 1909). In 1907, he played an active role in creating The Pedagogical Academy, which aim would be to prepare highly qualified teachers, organizers of extracurricular education, directors of educational institutions and school doctors in St. Peterburg. He was well-known abroad. Nechayev was elected honorary member of the Hungarian Pedological Society (1912), and honorary member of the Institute of Jean Jacques Rousseau in Geneva (1914).

In 1921, Nechayev became professor of The State Psychoneurological Institute in Moscow. From 1922 to 1925 he was elected director of the State Psychoneurological Institute in Moscow. In 1935 Nechayev was sentenced to exile in Kazakhstan for counter-revolutionary agitation in Semipalatinsk, Kazakhstan by NKVD's decision 58 (10). In Kazakhstan he was the chief of the Department of Psychology

and Pedagogics at the Pedagogical Institute. Nechayev died in Semipalatinsk, Kazakhstan in 1948.

Nechayev's greatest contribution to science was the opening of the first Laboratory of Experimental Pedagogical Psychology at the Pedagogical Museum in St. Petersburg. In the words of Kadnevsky: "It was the first study of experimental educational psychology in Russia employing mental test" (Kadnevsky, 2005, p.73). Nechayev purchased the necessary equipment for the laboratory. Very soon tachistoscopes, mechanical chronoscopes and special devices for the study of memory were manufactured in European factories using Nechayev's drawings. A total of 64 specialist units were eventually bought for conducting tests and experimental work in the new laboratory. Nechayev's laboratory helped scientists in studying the peculiarities of the following phenomena: attention, students' mental abilities, and the process of reading. All the results were published in 1901 and 1902 in the book entitled "The observation of children interests and the work of their memory from the age of 7 to 16" (Nechayev, 1902).

In 1904, Nechayev pioneered Russia's first pedological courses that were set to study an individual as the subject of education. Not only teachers but also parents attended such pedological lectures. They were trained by qualified specialists with high academic status. The topics in the first pedological courses were: pedagogy, general psychology, study of intellectually disabled children, psychophysiology, child psychology, anatomy, nervous and mental pathology, child hygiene, criminal anthropology, comparative psychology and others.

After the social revolution of 1917, a period of ideological control over the activities of scientists from the Bolshevik Party began. The Russian communist party ordered the creation of a new Marxist and Leninist psychology. Special attention was paid by psychologists to the influence of the social environment on a child's life. Pedology was designed to solve that problem, and perform an important government order. Psychologists believed that in order to understand young person's behavior they had to analyze every aspect of their living conditions.

THE DEVELOPMENT OF EXPERIMENTAL METHODS IN PSYCHOLOGY IN BULGARIA

The same theoretical and methodological tendency was well expressed in Bulgaria. The pioneer in the Bulgarian experimental pedagogy and psychology was Peter Noikov (1868-1921), the founder of the Pedagogical Department in the University of Sofia. Noikov's inclination to the experimentalism was influenced by his teachers from the University of Leipzig –Wilhelm Wundt and Ernest Meumann–. Zvetan Radoslavoff and Nikola Alexieff were the firsts to head the Experimental Laboratory

of Pedagogical and Psychological Department in the University of Sofia as they were referred by Noikov. Throughout his scientific career, Noikov was interested in the problems of experimentalism. Ernest Meumann personally invited him to collaborate in his magazine (*Experimental Pedagogy*). In 1911, Noikov took part in the first Russian Congress of Experimental Pedagogy in Petrograd. A few years later with his help, Zvetan Radoslavoff visited Hessen (Germany) and introduced Bulgarian scientific school in the European Congress of Experimental Psychology (Atanasov, 1987).

With J. Volkelt's guidance, Noikov completed his dissertation on pedagogy which was dedicated to the Active Education in the pedagogical system of Rousseau. Johannes Immanuel Volkelt (1848-1930) was a German philosopher, professor of philosophy and pedagogy in Leipzig. In 1906 using his dissertation materials in Bulgarian, Noikov published his book "Teaching for active education".

Noikov did not regard himself as a pedologist, he was more interested in the Swiss scientific and educational traditions. Noikov offered Dimitar Katzaroff the position of his assistant; this wasn't a coincidence since Katzaroff was one of the most famous Bulgarian students of Edouard Claparède. Alongside other pedagogic disciplines, Katzaroff gave lectures on pedology. Interestingly, according to Professor Jecho Atanasov, Katzaroff had a considerable influence on the scientific views of Professor Noikov. It was Katzaroff's main plan to popularize pedology in the University of Sofia. Professor Noikov had been interested in the ideas of Edouard Claparède and in his work at the Jean-Jacques Rousseau Institute, Geneva for a number of years. Noikov's interests also included the Russian liberal educational system.

The Bulgarian scientists had close scientific relationships with the University of Geneva which was an important European scientific centre. Many of them were trained there and some graduated from it. As a graduate psychologist, Professor Ivan Shishmanoff had personal meetings with Edouard Claparède (Beldedov, 1940).

Ivan Georgov's views as a researcher were formed under the influence of the Swiss scientific traditions in the sphere of Pedagogy and Psychology. Edouard Claparède considered Ivan Georgov to be the first and the most eminent Bulgarian pedologist. Georgov's participation in many international Pedagogical, Psychological and Pedological Congresses gained him great popularity. In 1903, Edouard Claparède quoted Georgov in his historic theoretical work "The association of ideas".

In the period between 1905 and 1911, Georgov published his detailed works dedicated to the research of lexical and phonetical structure of children's speech. Georgov's research subjects were his own sons who were bilingual (Georgov, 1908). He compared the results from his observations with other similar researches organized in different European countries.

He preferred to give his readers the opportunity of advancing their own interpretation instead of offering them his conclusions. According to him, observation

remained the only possible method for research. Despite the lack of methodological methods, Georgov reached some interesting conclusions on the development of the child's speech, i.e., in his opinion, children started using personal pronouns before the possessive pronouns; in the concept of time, children were able to grasp the idea of the past time prior to an understanding of present and future. Taking into consideration the amount of valuable theoretical and practical work Georgov produced, it is fair to say he was one of the most talented and dedicated scientists in pedology.

The new generations of pedologists, formed at Swiss universities under the guidance of Claparède were returning to Bulgaria carrying with them the invaluable knowledge of experimental methods. Moreover, the Bulgarian scientists Dimitar Katzaroff and Efrem Beldedoff, followers of Edouard Claparède, single-handedly tested many of the methods after their participation in experimental investigations in Geneva. As a result, the experimental research of children's drawings, conducted under the guidance of Claparède, between 1907 and 1908, brought them international recognition. Their names were mentioned in prestigious publications across Europe and America.

Katzaroff was the first to start the process of applying mental testing Bulgaria. Between 1913 and 1919, he headed the Laboratory of Experimental Pedagogy and Psychology at the University of Sofia. It was the time when Katzaroff published his first work on experimental research in Bulgaria "Correlation between the abilities of school children" (Katzaroff, 1915), in which he employed Stanley Hall's methodology of "Mental Testing". The statistical data were interpreted using methods of calculation developed by Efrem Beldedoff (Ivanoff, 1908). When processing the results, Katzaroff came to the conclusion that the development of the mind cannot be explained as the sum of single abilities. It depended on a certain uniting factor and particular correlative connections existing between the abilities of each individual. The research examined and confirmed the conclusions developed by Spearman about the wholeness and oneness of intellectual development (Katzaroff, 1915C, 168-169).

From Katzaroff's methodological position not only the choice of experimental methods of research but also the basic conclusions served as evidence that Katzaroff relied on the principles of the functional psychology. As in the concept of Claparède's functional pedology and John Dewey's theory of education, the interest of a child towards learning was the central concept in the works of Katzaroff from the 30's of 20th century (Katzaroff, 1937, p. 183-185). The Bulgarian pedologist conducted experimental research on memory, attention and the memory of the students of different ages. He used and adapted tests like: A. Nechayev's examination of memory, the free association memory, the Binet-Simon test, the method of the Italian psychologist Sante de Santics and the methodology of the Russian psychiatrist introduced at the first Russian Congress of Experimental Pedagogy in 1911.

Katzaroff taught his students and colleagues to use test methods. By his recommendation and with the financial support of the Rockefeller Foundation, his assistant Gencho Pirvov specialized in the scientific psychological centers in USA and continued his work on the development and application of test methodology in Bulgaria (Pirvov, 1988).

Katzaroff was the first Bulgarian member of the International League for New Education founded in 1921 in the French city of Calais. The new organization was a continuation of the pedological movement in Europe before the WWI (Raymond, 2011). Katzaroff, an entrepreneur, founded Bulgarian section of International League for New Education on 9th of April 1929 in Sofia. Among its members were: teachers, psychologists, pedologists and many of the members of the Bulgarian section that graduated from the universities in Switzerland. The Bulgarian section of International League for New Education founded a Free Education Journal, published for more than 20 years.

Katzaroff was the author of the first pedological textbook published in Bulgarian in 1937 (Katzaroff, 1937). In 1944, the second Bulgarian pedological textbook was published by his disciples Kolio Vladimirov and Ivan Velichkov. It became very popular amongst teachers in schools. In the second edition, the authors expressed their gratitude to Katsaroff as a founder of pedology (Vladimirov&Velichkov, 1944, p. 3-4).

MAIN PROBLEMS IN THE STUDY OF PEDOLOGY

The first was the problem of child psychophysical development. Scientists of that period followed Sechenov's idea of the importance of the environment that could have either positive or negative impact on the development of a person (Sechenov, 1872). Child play was critical in the development and Sicorsky (1901, 1905), Lesgaft (1900), and, in their works, Kapterev (1908, 1914) highlighted the fact that child play was not just fun for children, but had an important task to help a young person to learn how to think. A toy had the first place in the processes of development and had to meet some hygienic requirements.

After the social revolution of 1917, the Russian communist party ordered the creation of a new Marxist and Leninist psychology. It was the period of tough ideological control. Pedologists truly believed that the social environment was able to change the biological nature of a person; this idea was especially presented in the work of K.N. Kornilov (1916, 1918, 1920, 1921, 1924), A.B. Zalkind (1929), P.P. Blonsky (1930/34) and others.

It should be noted, that by the end of the 30's Blonsky, a teacher of L.S. Vygotsky, was dissatisfied with pedology, and he actively debated with supporters of

socio-genetics (Blonsky, 1934). He believed that the stages of human development, laid down by nature, could not be improved by the influence of the social environment. According to Vygotsky's ideas, the environment is the source of development. He formulated a number of laws of the mental development in children: the law of metamorphosis, the law of telling the differences in tempo and rhythm, the law of the development of higher mental functions and others (Vygotsky, 1924, 1926, 1928, 1929, 1930a, 1930b, 1930c, 1931, 1934, 1934, 1935, 1936).

The second problem was the problem of the influence of the family on the development of the child during the first year of life. Lesgaft and Kapterev formulated the following principles of the education within a family: parents had to provide their children with good living conditions (from the hygienic point of view); parents should always remember that a child is a small person that has the same rights (Kapterev, 1913; Lesgaft, 1900).

The third problem concerned the role the literature had in a child's life. From Kapterev's point of view, literature could influence children's development in the same way as parents' upbringing. Children tend to imitate book characters –so it was essential that parents made a good choice of books. The contribution of Russian writers and poets made the development of pedology in Russia especially unique (Kapterev, 1914, 1930).

The fourth problem was related to the choice of methods for the study of child. Lazursky suggested his own method of natural experiment (Lazursky, 1915). The essence of this method lies in a combination of the advantages of observation and laboratory experiments. He believed that in the course of natural activities such as play, the researcher could set certain conditions which will result in a child behaving in such a way that would allow researchers to observe characteristic features of a particular child.

One of the first and more complete and popular experimental programs devoted to the study of children was proposed by Grigory Rossolimo (Rossolimo, 1910). He proposed the method of "psychological profiles", a multidimensional program for studying personality, which consisted of a number of experimental psychological methods. Summarizing their results, the researcher could obtain an extensive understanding of the individual characteristics of a particular child.

CONCLUSION

The development of pedology in Russia and Bulgaria has some features in common, but also presents some peculiarities.

Historically, Russian pedology had its roots in Darwin's theory of evolution so it was closer to developmental biology than to psychology. Darwin's Theory of Evo-

lution and the Biogenetic Law of E. Haeckel also influenced Bulgarian pedological theories indirectly.

Definitely, pedology had no ideal structure as a science either in Russia or in Bulgaria. Most likely, it was a mixed sack of constructions. The idea of turning pedology into a complex science for the study of childhood was original; however it lacked methodological elaboration. But some pedological ideas provided the starting point for what could potentially be a re-routing of psychological theory and practice. This is especially true for the development of child psychology. For example, the genetic principle that includes Vygotsky's proposed idea of the proximal development zone; or the principle that takes into consideration the social context, that is, the living conditions of the child and others.

It should be noted that Russian pedology was closely associated with the literary work. In their works we find a real solution to difficult psychological problems. The contribution of Russian writers and poets made the development of pedology in Russia especially unique. In Bulgaria the role of children's literature was not so significant, excluding the effect of the Russian writer Tolstoy on Bulgarian pedology. At the same time, in Russia, the theory of Rousseau did not exert such a strong influence on the pedology, unlike Bulgaria.

In Russia, pedology was banned in 1936, according to the new regulation by the All-Russian Central Committee of the Communist Party of Bolsheviks called "Pedological distortions in the system of National Committees of Education". According to this regulation, pedology was declared to be an anti-Marxist and reactionary bourgeois science. Many pedologists, Basov, Zalkind and others lived difficult lives. Some of them were convicted of Anti-Soviet agitation and propaganda and deported to Kazakhstan or other regions that was the case of Nechayev and others.

In Bulgaria, events took a different turn. After 1944, the new authorities declared pedology a false science, as a consequence, many pedology teachers lost their jobs. Despite the fact that there were no serious repressions as in Soviet Russia, the significant pedological inheritance of the Bulgarian psychologists and pedagogues was gradually forgotten about. Their names and achievements were ignored in the times of Marxist-Lenin ideological influence.

REFERENCES

- Ananyev, B.G. (1981). *Pedagogicheskiye prilozheniya v sovremennoy psihologii* [Pedagogical applications of modern psychology]. M.
- Atanasov, J., (1987). *Petr Noykov*. [Peter Noykov]. Sofia, Universitetsko izdatel'stvo "Kliment Ohridsky".
- Baudouin, Ch., (1921). *Tolstoy Educateur*. Neuchâtel–Paris: Delachau & Niestlé.

- Bekhterev, V.M. (1913). *O vospitanii v mladencheskom vozraste*. [The parenting in infancy]. Spb., tip. T-va « Gramotnost».
- Beldedov, Ephr., (1936). *Metodi za izmervane i dushevno razvitiye na deteto i yunashata. Rukovodstvo za uchiteli i roditeli*. [Methods of measuring physical and mental development of children and teenagers. A Handbook for teachers and parents] Sofiya: pechatnitsa "Nov zhivot".
- Beldedov, Ephr., (1941). *Metodi za kolektivno izsledovane na intelligentnosta*. [Methods participatory research of intellectual development] Sofiya: pechatnitsa "Nov zhivot".
- Beldedov, Ephr., (1940). *Pedagogicheskite idei na prof. D-r Edouard Klapared*. [Pedagogical ideas of Dr. Edouard Claparède]. Sbornik v pamet na prof. d-r Edouard Klapared. Knigoizdatel'stvo Stoyan Georgiyev, Sofiya. p. 19-27.
- Blonsky, P.P. (1934). *Pedologija* [Pedology]. Moscow: Gosudarstvennoje uchebno-pedagogicheskoe isdatel'stvo, tip "Pech. dvor".
- Blonsky, P.P. (1930). *Vtorogodnik i neuspevaiushii shkol'nik*. [A pupil repeating a year at school]//Psihonevrologicheskie nauki v SSSR [Psycho-Neurological Science in USSR]. (Materiali 1 Vsesoiuznogo c'ezda po izucheniiu povedenia cheloveka). Otv. Red. A.B. Zalkind. Moscow-Leningrad, Gos.med. izdatel'stvo.
- Brozek, J. (1962). Current Status of Psychology in the USSR. *Annual Review of Psychology, Vol. 13 (1)*, 515-566.
- Brozek, J. (1964). Recent Developments in Soviet Psychology. *Annual Review of Psychology, Vol. 15 (1)*, 493-594.
- Brozek, J. & Slobin, D. I. (1972). *Psychology in the USSR: An Historical Perspective*. White Plain, New York, International Arts and Sciences Press.
- Brower, D. (1975). *Training the nihilists: Education and radicalism in Tsarist Russia*. Ithaca, NY: Cornell University Press.
- Cole, M. & Wertsch, J. (1996). *Contemporary implications of Vygotsky and Luria*. MA: Clark University Press, Worcester.
- Daniels, H. (Ed.). (1996). *An introduction to Vygotsky*. London: Routledge.
- Daniels, H., Wertsch, J. & Cole, M. (Eds.). (2007). *The Cambridge companion to Vygotsky*. Cambridge, MA: Cambridge University Press.
- Darwin, Charles, (1864). *O proishozhdenii vidov putem estestvennogo podbora ili o sohranении usovershenstvovaniya porod v bor'be za sushestvovaniye*. [On the origin of species by means of natural selection or the preservation of favoured races in the struggle for life]. M., A.I. Glazunov.
- Darwin, Charles, (1872). *O virazhenii oshushenii u cheloveka i zhivotnih*. [The Expression of the Emotions in Man and Animals]. Spb., tip. F.S. Sushinskogo.
- Darwin, Charles, (1877). *Probleski uma. Biograficheskii ocherk rebenka Charl'za Darvina*. [A biographical sketch of an infant]. M., Universitetskaja tip.

- Dostoyevsky, F.M., (1881). *Bratya Karamazovy*. [The Brothers Karamazov]. S.-Peterburg, Red. Tomashevskogo & K. Halabayeva.
- Dostoyevsky, F.M., (1861). *Unizhennyye i oskorblennyye*. [The Insulted and Humiliated]. S.-Peterburg, Red. Jurnalna "Vremya".
- Dostoyevsky, F.M., (1866). *Prestupleniye i nakazaniye*. [Crime and Punishment]. S.-Peterburg, Red. Jurnalna "Russkiy vestnik".
- Dostoyevsky, F.M., (1866). *Netochka Nezvanova*. [Netochka Nezvanova]. S.-Peterburg, Tip. F. Stellovskogo.
- Dzhurunsky, A.N. (1998). *Istoriya zarubezhnoi pedagogiki*. [The History of Foreign Education]. Moscow: Izdatel'stvo "Forum" - "Infra-M".
- Etkind, A.M. (1990). *Ot psihoanaliza k pedologii (iz istorii sovetskoi nauki o cheloveke)*. [From Psychoanalysis to pedology (the history of Soviet science of men)]. Journal: Person, № 1.
- Etkind, A.M. & Gozman M.J. (1991). *Metafori ili realnost? Psihologichesky analiz sovetskoi istorii*. [Metaphor or reality? A psychological analysis of Soviet history]. Journal: Questions of philosophy. № 3.
- Etkind, A.M. & Gozman M.J. (1991). *The Psychology of Post-Totalitarianism in Russia (with Leonid Gozman)*. London: Centre for Research into Post-Communist Economies (translation).
- Galperin, P.&Zaporozhets, A. &Karpova, C. (1978). *Aktualnie problemi vozzrastnoy psihologii*. [Actual problems of developmental psychology]. M., MGU.
- Georgov, Iv. A., (1908). *Razvoy na detsky govor. Materiali ot sobstveni nabludeniy, nare-deni v hronologichen stroi*. [The development of children's speech. Materials from my own observations, arranged in chronological order] // Periodichesko spisanie na Bolgarsko knizhovno druzhestvo v Sofia, LXIX (godinishna XX), 1-2 – Sveska – 1908, p. 80 – 126, Plovdiv: Pechatnitsa Hr.G.Danov.
- Gredler, Margaret & Shields, Carol. (2004). Does No One Read Vygotsky's Words? Commentary on Glassman. *Educational Researcher*, Vol. 33, No. 2, pp. 21–25.
- Grigorenko E., Ruzgis P., Sternberg R.J. (Eds). (1997). *Psychology of Russia: Past, Present, Future*. New York: Nova Science Publishers Inc.
- Haeckel, Ernst,(1873). *Estestvennaja istorija mirotvorenija*. [The history of creation]. Spb., tip. V. Demakova.
- Haeckel, Ernst, (1899). *Sovremennije znaniya o filogeneticheskom razvitii cheloveka*. [Anthropogeny: Or, the Evolutionary History of Man]. Spb., A. Ermolajeva.
- Haeckel, Ernst, (1869). *Uchenije ob organicheskikh formah, osnonannoje na teorii prevrash-enija vidov*. [Generelle morphologie]. Pod red. Il. Mechnikova, Spb., A. Zelenskii.
- Joravsky, D. (1989). *Russian psychology: A critical history*. Cambridge, MA: Blackwell.
- Ivanoff, E. (1908). Recherches experimentales sur le dessin des écoliers de la Suisse romande. *Archives de Psychologie*, t. VIII, pp. 97-156.

- Kadnevsky, V.M. (2005). *A.P. Nechayev i stanovlenije experimental'noi pedagogiki v Rossii*. [A.P. Nechayev and establishment of experimental pedagogy in Russia]. *Pedagogika. No 1*, p. 71-78.
- Kapterev, P.F. (1908). *Ob obshchestvenno-nravstvennom razvitii i vispitanii detei*. [About the social and moral development and education of children]. St. Petersburg: Tip. Stasyulevicha.
- Kapterev, P. F. (1913). *Zadachi i osnovi semeinogo vospitaniya*. [The objectives and principles of contemporary education]. St. Petersburg: Zemlya.
- Kapterev, P. F. (1914). *Pedagogicheskaya psihologiya*. [Pedagogical Psychology]. St. Petersburg: Zemlya.
- Katzaroff, D.T. (1915). *Korrelatzii mezhdu uchilishnite sposobnosti na detzata*. [Correlation of school children's abilities]. C.: Tzarska pridvorna pechatnitza. Царска придворна печатница, 1915.
- Katzaroff, D.T. (1937). *Pedologiya. Nauka za deteto*. [Pedology. The science of children]. Sofia: Izdava Studentskogo Akademicheskogo Pedagogicheskogo druzhestvo.
- Katzaroff, D.T. (1919). *Ucheniyeto na Lev Tolstoy*. [Leo Tolstoy's doctrine]. Sofia: Knigoizdatel'stvo "Vozrozhdeniye".
- Kornilov, K.N. (1916). *Prosteishiye shkolniye psihologicheskiye opiti*. [The elementary school psychological experiments]. Moscow: Zadruga.
- Kornilov, K.N. (1918). *Doshkolnoye vospitaniye proletarskih detei*. [Pre-school education of proletarians' children]. Moscow: "Prakticheskiye znaniy".
- Kornilov, K.N. (1920). *Psihologiya proletarskogo rebenka*. [Child Psychology of Proletarians]. Omsk, Sib. otd. nar. obr.
- Kornilov, K.N. (1921). *Metodika issledovaniya rebenka rannego vozrasta. (Rukovodstvo dlya pedagogov i vrachei)*. [Methodics on studying the young children. (Guidelines for teachers and doctors)]. Moscow: Giz.
- Kornilov, K.N. (1924). *Sovremennaja psihologija i marksizm*. [Modern psychology and Marxism.] Leningrad: Gosudarstvennoje isdatel'stvo.
- Korolenko, V.G., (1886). *Slepoy muzykant*. [The Blind musician]. M., Russkiye vedomosti.
- Kozulin, A. (1984). *Psychology in Utopia*. Cambridge, MA: MIT Press.
- Lange, N.N., (1892). *Dusha rebenka v pervije godi zhizni*. [Soul of a child in the first years of life]. Spb., zhurnal "Russkaja shkola".
- Lazursky, A.F. (1915). *Programma issledovaniya lichnosti*. [A programme of study of personality]. Petrograd: Zemlya.
- Lee, C. D. & Smagorinsky, P. (Editors). (2000). *Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry*. New York: Cambridge University Press.
- Lectorsky, V.A.&Sadovsky,V.N.&Ydin, E.G. (1969). *Operatsionalnaya kontsepsiya intellekt v rabotah Zhana Piazhe*. [The operational concept of intelligence

- in the work of Jean Piaget]. Piaget, Izbranniye psihologicheskiye trudi. M., Predisloviye.
- Lesgaft, P.F. (1900). *Semeinoe vospitaniye rebenka i ego znachenije*. [Upbringing of children in families and its value]. T.1-2. St. Petersburg: T-vo "Hudozhestvennoi pečati".
- Martsinkovskaja, T.D. (2004). *Istorija vozrastnoi psihologii*. [The history of developmental psychology]. Moscow.: Gardariki.
- Minkova, Elena (2012). Pedology as a Complex Science Devoted to the Study of Children in Russia: The History of its Origin and Elimination. *Psychological Thought*, 5, 83-96.
- Minkova, E. (2015). *The History of Russian Pedology: Dreams and Reality*. Saarbrücken, Germany: Lambert Academic Publishing.
- Mintz, A. (1959). Further Developments in Psychology in the USSR. *Annual Review of Psychology*, Vol. 10 (1).
- Mintz, A. (1962). Introduction to contemporary Soviet Psychology. In R. A. Bauer (Ed), *Some views on Soviet psychology*, (pp. 1-27). Washington, DC, US: American Psychological Association.
- Murphy, Gardner & Murphy, Lois. (1962). Soviet Life and Soviet Psychology. In R: A. Bauer (Ed), *Some views on Soviet psychology*, (pp. 253-276). Washington, DC, US: American Psychological Association.
- Nechayev, A. P. (1902). *Nabludenija nad razvitijem interesov i pamati rebenka v vozraste ot 7 do 16 let*. [The observation of children's interests and the work of their memory from the age of 7 to 16.] St. Petersburg: Tipographija Bogdanova.
- Newman, F. & Holzman, L. (1993). *Lev Vygotsky: Revolutionary scientist*. London: Routledge.
- Nikolskaya, A.A. (1995). *Vozrastnaja i pedagogičeskaja psihologija dorevoluzionnoi Rossii*. [Age and pedagogical psychology in pre-revolutionary Russia]. Dubna: Izdatel'skij zentr "Pheniks".
- Noikov, P.M., (1910). *Pedagogiyata na L.N. Tolstoy*. [L.N. Tolstoy's Pedagogue]. // Godinishnik na CU, Istoriko-filologičeski fakultet, P. 1-237.
- Piryov, G. (1988). *Dimitr Katzaroff* [Dimitr Katzaroff]. Sofiya, Universitetsko izdatelstvo "Kliment Ohridsky".
- Raymond, A. (2011). L'éducation naturelle: une idée centrale mais controversée dans les congrès de la Ligue internationale pour l'éducation nouvelle (1921-1936). *Carefour de l'éducation*, 1 (n 31), p. 41-60.
- Rossolimo, G.I. (1910). *Psihologičeskij profil'. Količestvennoje issledovanije psihičeskijh prozessov v norme i patologii. Metodika*. [A psychological profile. Quantitative study of mental processes in health and illness. Methods]. St. Petersburg, tipographija Kushnereva.

- Sbornik v pamet na professor d-r Edouard Klapared.* [The collection in memory of Professor Dr. Edouard Claparède]. (1941). Sofia. Knigoizdatel'stvo Stoyan Georgiyev.
- Sechenov, I.M. (1872). *Zadachi psihologii.* [The task of Psychology]. Spb., jurnal "Vestnik Evropi".
- Sikorsky, I.A., (1901). *Dusha rebenka s kratkim ocherkom dal'neishei psihicheskoi evol'uzii.* [Child's mind. With a brief sketch of the further evolution of psyche]. Kiev, tip. M. M. Stas'ulevicha.
- Sikorsky, I.A., (1901). *Enzsiopedija semeinogo vospitaniya i obuchenija.* [Encyclopedia of family education and training]. Spb.
- Sikorsky, I.A., (1901). *Hod umstvennogo i nraustvennogo razvitija v pervije godi zhizni.* [The course of mental and moral development in the first year of life]. Kiev, tip. I.N. Kushnerev.
- Sikorsky, I.A., (1905). *Psihologicheskiye osnovi vospitaniya.* [Psychological foundations of education]. Kiev, tip. Kushnerev.
- Sikorsky, I.A., (1901). *Tri vozrasta.* [Three ages]. Kiev, tip. I.N. Kushnerev.
- Simon, Brian & Simon Joan. (2003). *Educational psychology in the U.S.S.R.* Taylor & Francis e-Library.
- Smirnov, A.A. (1975). *Razvitiye i sovremennoye sostoyaniye sovremennoi psihologicheskoi nauki v SSSR.* [The development and current state of psychological science in the USSR]. M.
- Terziyska, M. (2013). *Dimitr Katzaroff i dvizheniyeto za novo vospitaniye.* [Dimitr Katzaroff and the movement of a New Education]. Sofiya: Universitetsko izdatelstvo "Sv. Kliment Ohridsky".
- Tolstoy, L.N., (1875). *Anna Karenina.* [Anna Karenina]. S.-Petersburg, Red. Jurnalna "Russkiy vestnik".
- Tolstoy, L.N., (1952). *Detstvo.* [Childhood]. S.-Petersburg, Red. Jurnalna "Sovremennik".
- Tolstoy, L.N., (1869). *Voina i mir.* [War and Peace]. M., tip. T. Ris.
- Van der Veer, R. & Yasnitsky, A. (2011). Vygotsky in English: What still needs to be done. *Integrative Psychological & Behavioral Science*, 45, 475-493.
- Van der Veer, R. & Valsiner, J. (1991). *Understanding Vygotsky: A quest for synthesis.* Oxford: Blackwell.
- Van der Veer, R. & Valsiner, J. (Eds.). (1994). *The Vygotsky Reader.* Oxford: Blackwell.
- Valsiner, J. (1988). *Developmental psychology in the Soviet Union.* Bloomington: Indiana University Press.
- Veresov, N. N. (Ed.) (1999). *Undiscovered Vygotsky: Etudes on the pre-history of cultural-historical psychology.* Frankfurt am Main: Peter Lang.
- Vladimirov, K. & Velichkov, Iv., (1944). *Pedologiya.* [Pedology]. Kustendil: Kooperativna pechatnitsa "Trud".
- Vygodskaya, G. L. & Lifanova, T. M. (1999a). Life and works. *Journal of Russian & East European Psychology*, 37(3), 3-31.

- Vygotskaya, G. L. & Lifanova, T. M. (1999b). Through the eyes of others. *Journal of Russian & East European Psychology*, 37(3), 32-80.
- Vygotsky, L.S. (1924). Voprosi vospitaniya slepikh, gluhonemih i umstvenno-otstalih detey. [Issues of education of the blind, deaf and mentally retarded children]. Moscow.
- Vygotsky, L.S. (1926). Pedagogicheskaya psihologiy. Kratky kurs. [Educational Psychology. A short course]. Moscow, «Rabotnik prosvesheniya», tip. «Krasnoy gazety» im. Volodarskogo.
- Vygotsky, L.S. (1928). Pedologiya shkolnogo vozrasta. Zadaniye N°1-8. [Pedology of school age. Test N°1-8]. Moscow.
- Vygotsky, L.S. (1929). Pedologiya podrostka. Zadaniye N°N° 1-4. [Adolescent Pedology. Test N° 1-4]. Moscow, Byuro zaognogo obucheniya pri Pedfake 2 MGU, Tsentr. tip. NKVM.
- Vygotsky, L.S. (1930a). Voobrazheniye i tvorchestvo v detskom vozraste. Psihologicheskii ocherk. [The imagination and creativity of children. Psychological essay]. Moscow, gos. izd-vo.
- Vygotsky, L.S. (1930b). Pedologiya podrostka. Zadaniye N°N° 5-8. [Adolescent Pedology. Test N°N° 5-8]. Moscow. Byuro zaognogo obucheniya pri Pedfake 2 MGU, Tsentr. tip. NKVM.
- Vygotsky, L.S. & Luria, A.R. (1930c). Etyudi po istorii povedeniya. Obezyana. Primitiv. Rebyenok. [Ape, Primitive Man, and Child: Essays in the History of Behavior. A. R. Luria and L. S. Vygotsky]. Moscow-Leningrad.
- Vygotsky, L.S. (1931). Pedologiya podrostka. [Adolescent Pedology]. Moscow-Leningrad, Ogiz, gos. uchebno-pedagog. izd. intern. tip.
- Vygotsky, L.S. (1934). Leksii po pedologii. [Lectures on Pedology]. Leningrad.
- Vygotsky, L.S. (1935). Osnovi pedologii. [Basics of Pedology]. Pod red. M.A. Levinoi. Leningrad.
- Vygotsky, L.S. (1935). Umstvennoye razvitiye detey v protsesse obucheniya. [The mental development of children in the process of learning]. Sb. st. Moscow-Leningrad, gos. uchebno-pedagog. izd., tip. «Pechatniy dvor».
- Vygotsky, L.S. (1935). Umstvenno-otstaliy rebyenok. [Mentally retarded child]. Moscow.
- Vygotsky, L.S. (1936). Diagnostika razvitiya i pedologicheskaya klinika trudnogo deystviya. [Diagnostics of the development and pedological clinic of hard action]. Experiment. Defektologich. In-t im. M.S. Epshteyna.
- Wertsch, J.V. (1985). *Vygotsky and the Social Formation of Mind*. Cambridge, MA: Harvard University Press.
- Yasnitsky, A. (2010). Guest editor's introduction: "Archival revolution" in Vygotskian studies? Uncovering Vygotsky's archives. *Journal of Russian & East European Psychology*, 48(1), 3-13.

- Yasnitsky, A. (2011). Lev Vygotsky: Philologist and defectologist, A socio-intellectual biography. In W. Pickren, D. Dewsbury & M. Wertheimer (Eds.). *Portraits of Pioneers in Developmental Psychology*. (Vol. 7, pp. 109-134). New York, Taylor & Francis Group.
- Yasnitsky, A. (2011). Vygotsky circle as a personal network of scholars: Restoring connections between people and ideas. *Integrative Psychological & Behavioral Science*, 45, 422-457.
- Zalkind, A.B. (1929). *Pedologija v SSSR. Doklad na I pedologicheskom ŝezde. Postenogramme*. [Pedology in the Soviet Union. Report on the First Pedological Congress.] (Transcript.) Moscow: Tipographija Gracheva.

Artículo recibido: 17-02-15

Artículo aceptado: 20-05-15

