

## **Theoretical and Empirical Understanding of the Concept of “Life Perspective of the Personality of Children-Orphans”**

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**Abstract:** The study is devoted to the study of life prospects of children-orphans and children left without parental care. It is established that life perspective is a system view of personality about the future, including in its structure cognitive-analytical (system of life goals and plans), emotional-valuable (the experience of the relationship to the past, present and future, system of valuable orientation) and regulatory-activity (decisions and actions) components. In the course of the study of the pupils of boarding institutions a low level of life perspective of personality was revealed that suggests that pupils are planning the near future with difficulties, attitude to the future with anxiety and negative, attitude to their potential has a dreamy character. Socio-pedagogical work on formation of life prospects of the person of pupils of boarding institutions should take into account the subjective picture of the world and be based on group interaction and individual educational route which takes into account basic needs, installation and other features of subjective picture of the world of the individual.

**Key words:** Children-orphans, psychological perspective, personal perspective, life perspective, life perspective of the personality of children-orphans

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### **INTRODUCTION**

Analysis of the literature on the problem of research allowed to allocate the following features of orphans and children left without parental care: social, psychological and pedagogical (Prikhjan, 2009; Tolstykh, 2009). In these features there is a significant number of problems associated with disorders in personality development of children. Disturbances in the development are caused by a number of reasons related to the origin of the child (heredity, problems in the family) as well as deficiencies in the institutions.

In addition, the results of studies (Tolstykh, 2009; Bubnov and Rerke, 2014; Fedotova, 2006, 2007) show that pupils of boarding childcare institutions have no motives and views related to the past, there is a projection of the traumatic factors in the future. They have the dominance of short-term goals, “retire” into present, the inability to look ahead and to associate the vital events of the future with the most important events of the past. Pupils are often unable to assess their place in society and personal perspective realistically that affects the processes of social adaptation and socialization.

These problems, in our opinion, require solutions and one of the aspects of socio-pedagogical work of

boarding institutions should be aimed at the formation of life prospects of the individual students’ personality.

### **Theoretical understanding of the concept of “life perspective of personality” in the scientific literature:**

Vygotsky (2003) wrote that the analysis of the personality’s activity and the personality itself must occur not only in connection with the past but with the future. The scientist insisted that it is impossible to understand human personality in full, when it is viewed outside of the life plan that transforms the “life story of a person from a number of incoherent and disjointed episodes in a coherent, unified biographical process”.

Rubinstein (2003) noted that each person has a story of his “life journey”. As the structures of life and units of analysis of life journey Rubinstein proposed the concept of “vital relations of personality”, calling three of them: relationship to subject the world, to other people, to himself.

Research-group of Abulkhanova-Slavske suggested a set of three concepts, three spatio-temporal axiological units for the analysis of ways of life: “position in life”, “life line”, “life perspective”. Position in life is the resultant achievements of the individual as it accumulates its past experience and is also the future potential. The life

trajectory of movement of the individual is defined as “life line” which accordingly has ascending or descending, intermittent or continuous aspect. Abulkhanova-Slavske suggested the original classification of time perspectives: psychological, personal and life.

So, the psychological perspective is the ability of a person to foresee the future consciously and mentally, to predict it, to imagine himself in the future. This ability, as shown by studies of Abulkhanova-Slavske, depends on personality types. For example, teenagers (high school students) who are in the age when a person mostly live for the future, various psychological perspectives are identified. Some of them connect the future with the professional choice, while others with the personal claims and with their future achievements (a successful career), the third with personal aspirations and needs (friendship, love, family). These differences are due to value orientations, preferred spheres of life. Some Teens sharply divide present and future because of the uncertainty (difficulty) of professional choice.

The personal perspective is not only a person’s ability to foresee the future but also preparedness to it in the present, the installation for the future (readiness for the challenges of the future, uncertainty, etc). Such a perspective could even exist for the person with the poor, undifferentiated, unconscious vision of the future (which may be associated with a poor imagination). Personal perspective is primarily a personality’s trait, an indicator of its maturity, its development potential, the ability to organize time.

Life perspective of the individual, according to Abulkhanova-Slavske, is determined by professional, family and age-determination in life which depends on the individual and its social-psychological and social maturity and activity.

Life perspective of the individual performs within the activity of the individual governing and organizing function, involves the planned and expected events of the future; goals, values, behavior put forward by individual in the present (Fedosov and Kibalnik, 2013).

Life perspective is a system view of personality about the future, including in its structure of cognitive-analytic (a system of life goals and plans), emotional-valuable (the experience of the relationship to the past, present and future, value orientations system) and regulatory activity (decisions and actions) components.

## **MATERIALS AND METHODS**

**Special features of formation of life perspective of the personality of children-orphan:** The formation of life prospects often has involuntary nature. In adolescence

there is a deformation of life prospects which proves that this age is the most favorable period for the formation and development of personality’s life perspective.

We, in turn, believe that it is possible to create life prospects for the future for the child-orphan’s personality, taking into account his subjective picture of the world.

Now the subject of several works by teachers and psychologists is studying the life prospects of the personality of orphans. They reveal ideas about life prospects of orphans (Fedotova, 2006) and especially the life prospects of graduates of boarding institutions (Tolstykh, 2009). However, these studies do not take into account the influence of subjective picture of the world on the formation of life prospects of the person for children in boarding schools.

Subjective picture of the world a special psychological category, based on knowledge and beliefs about the external world which shape relationships to the environment, yourselves and your own future (Rubinshtein, 2003).

Throughout a person’s life, remaining in its basis stable enough, picture of the world is undergoing constant change due to transformations of the objective realities of existence and development of the internal position of the individual.

Studying the issue of the content of the picture of the world allowed us to determine that the subjective picture of the world and life perspective of the individual have common components in their structure, thereby confirming the thesis about necessity of taking into account the picture of the world in the process of formation of life perspective.

In our opinion, work on the formation of life prospects of the personality of pupils of boarding institutions should be based on group work (as the picture of the world consists of more than 70% of the universal knowledge) and on individual educational route which takes into account basic needs, orientations and other features of subjective picture of the world of the individual.

## **RESULTS AND DISCUSSION**

### **Experimental work for the study and formation of life perspectives of the personality of children-orphan:**

To implement the experimental work we have determined as a base research Center for assistance to children left without parental care Right Bank district of Irkutsk. The organization of our research took place in three stages:

- Determination of the level of life chances of individual of boarding school pupils in the context of the subjective picture of the world
- The realization of the forming experiment which consisted in forming the life chances of individuality of boarding school pupils
- The control slice, the analysis of the experiment results

In the first stage we have formed 2 groups of diagnosed. The experimental group included 24 pupils of the Center of assistance to children left without parental care Right Bank district of Irkutsk city at the age of 15-16 years. The control group consisted of 30 pupils aged 15-16 years. Diagnostic apparatus our experimental work was presented in the form of the following methods:

- Test of life-meaningful orientations by James and Leonard Maholick, adaptation by D. A. Leontiev. The test was used to assess the maturity of emotional (scale purpose in life) and cognitive (scale locus of I, scale locus of life) components of life perspective within the subjective picture of the world of the pupils
- The method of expert evaluation, designed to determine the level of readiness for independent living of pupils of establishments for children-orphans and children left without parental care. This methodology was used by us to measure the behavioral component of life chances of individuality of pupils
- The method of conversation

The purpose of it is identifying individual needs of the pupils, clarifying the image of a subjective picture of the world of the pupils.

Let's refer to the interpretation of the results of the "Test of life-meaningful orientations". In the experimental group the following results were revealed in the subscales (Fig. 1).

In subscale "purpose in life" 37.5% of respondents revealed the presence of specific goals in their lives which give life meaning, direction and time perspective. About 62.5% of representatives of the experimental group have low levels of purpose in life which indicates the lack of goals in the future, these pupils live in the present or in the past, plans have a dreamy character.

In subscale "the Process of life or interest and emotional concentration of life" the following results were obtained. For 12.5% of pupils a high level was diagnosed which indicates the students' satisfaction with their lives

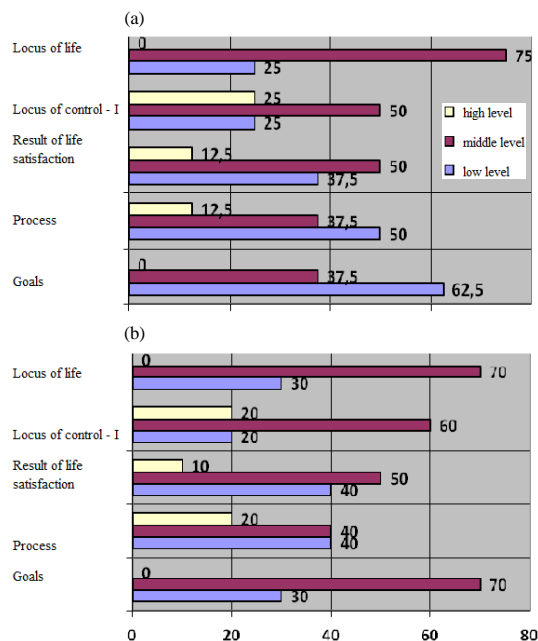


Fig. 1: The distribution of results of a test of life-meaningful orientations in the: a) experimental and b) control groups (%)

in the present, perception of the process of their life as interesting, emotionally intense and filled with meaningful desire to have pleasure.

About 37.5% of respondents have average level of expression in this subscale, these students point out satisfaction with some aspects of their life but overall life is perceived as dull with the lack of high meanings, though with a something interesting.

The 50% of the members of the group have a low level, these pupils speak negatively about their life, noted the absence of important events, the meaning of life. The subscale "impact of life satisfaction or self-realization".

A high level on this scale is observed for 12.5% of pupils. They are characterized by the satisfaction in their activity, the warm attitude of the past. The average level on the given scale occurs for 50% of students. These respondents are not fully satisfied with their life experience, they'd like to change some moments of their lives. The overall attitude is neutral.

A low level on this scale was detected for 37.5% of pupils. They more often speak negatively about the past, about the meaninglessness of their actions. The subscale "locus of control I (I am the master of life)".

The 25% of pupils were diagnosed on this subscale with a high level of locus of control I. They are characterized by the idea of themselves as strong

personalities with sufficient freedom of choice to build their lives in accordance with their goals and ideas about its sense, to control events of their own lives.

The 50% of respondents have an average level of locus of control I. These students note that the most part of life is subjected to their control but some factors of their lives happen regardless of them. The 25% of members of the group noted the low level of locus of control Y. these results show that they do not believe in their own strength, considering themselves unable to control events of his own life.

The subscale “locus of control life or controllability of life”. The average level on this scale is observed for about 75% of the respondents. They believe that events in their lives are partly dependent on their control with some external events controlling them.

Low level on the subscale “locus of control-life or controllability of life” was identified for 25% of pupils. These respondents believe that, in collaboration with the situations the main burden lies on other people and external circumstances.

The technique in the control group allowed us to state the following results (Fig. 1). The subscale “purpose in life”: the average level is observed for 70% of students, low levels for 30% of students.

The subscale “process of life or interest and emotional concentration of life”. High level 20% of pupils, average 40% of pupils, low 40% of the pupils. The subscale “impact of life satisfaction or self-realization”. 10% of pupils there is a positive attitude to the past, perceived as a reality; 50% of students have a neutral attitude, 40% have a negative attitude to the events of the past.

The subscale “locus of control I (I am the master of life)”. High level was detected for 20% of the pupils, the average 60% of pupils, low level 20% of pupils.

Simultaneously, the results on subscale “locus of control-life or controllability of life” among the pupils were distributed in the following order: 70% of pupils have an average level, 30% of pupils have low level.

Further study of the life chances of individuality among pupils was conducted using the method of expert assessment. The distribution of results for subscales in both groups are displayed in Table 1.

From Table 1, it is seen that in experimental group the results of the social readiness are the following: 41.7% of pupils have a high level of social readiness. These teenagers have formed skills of interpersonal communication and socio-practical orientation, self-organization of life and activity, they are willing to household work, domestic work, have professional self-determination, adequate self-esteem, individual style of a healthy lifestyle; they have no bad habits, there is a positive mood in the educational activity. About 45.8% of the respondents have average level of social readiness. These pupils have a desire to establish friendly relations, social skills at the formative stage; they do not understand the need for household labor have unclear idea about their future profession, self-esteem, don't always do school homework.

The study of the life chances of individuality of pupils by using the method of expert evaluation has also showed that 12.5% of representatives of the experimental group generated a low level of social readiness. They have a low level of development of communicative skills they are conflict, shy away from assignments, home work, have not decided on their future profession, have low or overstated self-esteem, don't have strong motivation in learning activities, have bad habits and careless attitude to their health.

At the same time, respondents of the control group established the following indicators of social readiness: 30% of pupils have a high level of social readiness. The 50% of respondents have middle level of social readiness. The 20% of members of the group have a low level of social readiness.

During the conversation, the students talked about the anxiety about their future, anxiety for their health, the inability to calculate the time correctly. They also talked about their interests and life goals, desires, about what they would like to learn. This information has helped to clarify the subjective picture of the world of students, to determine the range of issues necessary for learning during individual work.

Table 2 shows the results of diagnostic procedures, allowing to assess the level of development of the life chances of pupils of control and experimental groups.

Table 1: The results obtained during the study of the life chances of individual pupils by using the method of expert evaluation

The direction and parameters	Experimental group (%)			Control group (%)		
	High level	Medium level	Low level	High level	Medium level	Low level
Vocational competence	25	62.5	12.5	20	60	20
Psychological health	25	62.5	12.5	10	60	30
Social readiness	37.5	37.5	25	30	50	20
Training activities	50	50	0	40	40	20
Physical development	75	25	0	50	50	0
Total	41.7	45.8	12.5	30	50	20

Table 2: Assessment of level of formation of life perspective at the ascertaining stage of the experiment

The direction and parameters	Experimental group (%)			Control group (%)		
	High level	Medium level	Low level	High level	Medium level	Low level
Scale of purpose in life	0	37.5	62.5	0	70	30
Scale of the locus I	25	50	25	20	60	20
Scale of locus life	0	75	25	0	70	30
Expert assessment, the scale of the						
Overall value of social willingness	41.7	45.8	12.5	30	50	20
Life perspective	16.6	50	33.4	10	60	30

Analysis of the results, obtained in the course of carrying out a complex of methods at ascertaining stage of experiment, allowed us to formulate the following conclusions.

The level of life chances of individual pupils. In the experimental group the following results are revealed: high level of life prospects was noted for 16.6% of children that is evident from the data set in the following scales: 25% of high level on a scale of locus I of the LSS methodology and the overall value of the social readiness is 41.7%.

A high level of resilience means that pupils can easily cope with the future life planning, have a clear idea of actions necessary to achieve planned, expectations of the future are positive and realistic. In the future students will successfully deal with stressful situations, adapt to new conditions. In the present fulfillment of tasks and independent work are aimed at self-development, improving personal qualities for a future self-realization.

The average level of life prospects is identified for 50% of teenage-orphans which corresponds to the distributions for subscales shown in Table 2. The average level of resilience means that pupils are able to plan their future but have some difficulties with the choice of actions to achieve. Pupils have little anxiety towards the future and low disorientation in the priorities for action in the present.

The low level of life chances was detected for 33.4% of representatives of the experimental group which suggests that pupils plan the near future with difficulties, with anxiety and negativity think of the future, views about their capabilities have a dreamy character. Pupils are in need of support and monitoring their actions in the present.

However, in the control group, the results of life perspective were somewhat different: the high level was observed for 10% of pupils, the average 60% of pupils, the low level 30% of the pupils.

Comparing the results of the formation of life prospects of the personality of pupils of the experimental and control groups, we see that the level is approximately equal. However, 33.4% of the respondents of the experimental group have a low level of formation of life perspective that means the need for the formation of life prospects of the individual students.

Analysis of the results of ascertaining stage of experiment allowed us to establish that 33.4% of pupils have a low level of formation of life perspective of the individual, 62.5% of representatives of the experimental group do not have any goal in future, these pupils live in the present or in the past, their plans are of a dreamy nature. At the same time, these students worry about their future are anxious about their health, unable to use their time in a proper way. Based on these results, we concluded that it is necessary to implement programs aimed at the formation of life prospects of the individuality of pupils in a boarding school.

In accordance with the foregoing, on the forming stage of the experiment we have conducted activities covering 25 themes, in addition to which individual classes were organized. Individual classes were constructed on the basis of subjective picture of the world of the pupils and of their educational needs. The duration of each lesson was 1.5-2 h. The goals of these events were educational, developmental and educational. To implement the program the specialists of establishments and also external resources were used.

At the end of the program of formation of life perspective of the individuality of pupils in a boarding school, we did a test cut which allowed to assess the dynamics of changes of indicators in the experimental and control groups.

Thus, the test of life-meaningful orientations has allowed to formulate the following conclusions. In the experimental group the following results for subscales of this technique are revealed (Fig. 2).

Let us refer to the results of the control test cut. For subscale “purpose in life”: a high level of development of goals is set for 37.5% of the pupils; 37.5% of respondents have an average level and 25% of the experimental group have a low level of purpose in life.

For subscale “the process of life or interest and emotional concentration of life” 25% of pupils have a high level, 37.5% of respondents average one and 37.5% of representatives of the group have low level.

For subscale “life results or satisfaction with self-realization” the high level was diagnosed for 37.5% of pupils, average one for 25% of pupils. A low level on this scale was detected for 37.5% of pupils.

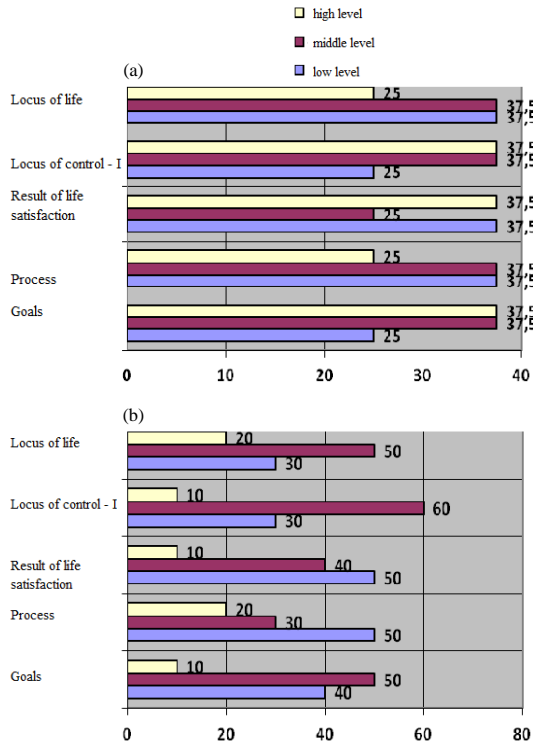


Fig. 2: The distribution of scores on a test of life-meaningful orientations in the: a) experimental and b) control groups (%). The control test cut

The analysis of the results obtained by the subscale “locus of control I (I am the master of life)” showed that 37.5% of pupils have a high level of locus of control I. 37.5% of the respondents have an average level. The 25% of members of the group noted the low level of locus of control I. For subscale “locus of control life or controllability of life” the following data were obtained:

- High level on this scale showed 37.5% of the members of the experimental group
- Average level was observed for 37.5% of the respondents
- Low level was detected for 25% of pupils

Comparing the results of ascertaining and control test cuts by the method of DLC in the experimental group, we see that the indicators on scales with a low level are preserved in the same quantities at three scales of “locus of control life or controllability of life”, “locus of control I (I am the master of life)”, “the Impact of life satisfaction or self-realization” but on the scales of “the process of life or interest and emotional concentration of life”, “purpose in life” has decreased by 12.5 and 37.5%, respectively.

However, the results of high levels have been strongly increased: in all such subscales the figures had risen to 37.5% (2 scales increased for 37.5%, 1 the subscale for 12.5%, 1 scale for 25%), except subscale “the Process of life or interest and emotional concentration of life” which indicators have increased to 25% (for 12.5%). The average level in the scales, where it was seen the increase in the subscales of a high level has decreased. Thus, after the implementation of the program of formation of life perspective of the personality of students, we see qualitative changes in the indicators of this methodology. Data for subscales obtained in the control group, allow to formulate the following conclusions (Fig. 2):

- The subscale “purpose in life”: a high level have 10% of group members, an average level is observed for 50% of pupils, low levels for 40% of pupils
- The subscale “process of life or interest and emotional concentration of life”: a high level-for 20% of pupils, an average level-for 30% of pupils, a low level-for 50% of pupils
- The subscale “impact of life satisfaction or self-realization”. 10% of students the positive attitude to the past, they perceive it as a reality; 40% of students have a neutral attitude, 50% have a negative attitude to the events of the past
- The subscale “locus of control I (I am the master of life)”. High level is detected for 10% of pupils, an average level-for 60% of the teenagers, a low level-for 30% of representatives of the group.
- Simultaneously, the results on the subscale “locus of control life or controllability of life” were distributed among the pupils in the following order: 20% of pupils have a high level, 50% of pupils have an average level, 30% of pupils have low level

Thus, in the control group, according to the method of DLC, indicators have changed as follows: the number of teens with a low level increased by 10% for all scales except subscale “locus of control I (I am the master of life)” in which in turn, the number of respondents decreased by 10%. The increase in the number of children with high level according to subscales of the methodology occurs in the following order: subscale “purpose in life” for 10%, on subscale “locus of control-life or controllability of life” for 20%, the rest of subscales remained unchanged by the number of respondents with a high level. The number of teenagers with an average level decreased in such scales where it is seen the increase on the subscales of high and low levels. Thus, we see minor quantitative changes in the indicators of this methodology. It has been increase in the number of representatives of both low and high levels.

Table 3: The results obtained during the study of the life chances of individuality of pupils by using the method of expert evaluation in the control phase of the experiment

The direction and parameters	Experimental group (%)			Control group (%)		
	High level	Medium level	Low level	High level	Medium level	Low level
Vocational competence	62.5	37.5	0	26.7	50	23.3
Psychological health	37.5	62.5	0	20	60	20
Social readiness	37.5	50	12.5	40	43.4	16.6
Training activities	37.5	50	12.5	30	53.4	16.6
Physical development	100	0	0	70	30	0
Total	58.3	37.5	4.2	39.6	47.2	13.2

Table 4: Assessment of level of formation of life perspective of the individuals on the phase of control experiment

Methodology, scale	Experimental group (%)			Control group (%)		
	High level	Medium level	Low level	High level	Medium level	Low level
Scale of purpose in life	37.5	37.5	25	10	50	40
Scale of the locus I	37.5	37.5	25	10	60	30
Scale of locus life	37.5	37.5	25	20	50	30
Expert assessment, the scale of the						
Overall value of social willingness	58.3	37.5	4.2	39.6	47.2	13.2
Life perspective	45.9	37.5	16.6	20	52.8	27.2

Let us turn to the analysis of the results obtained on the control stage of the experiment using the method of expert evaluation of social readiness.

The distribution of results for subscales in both groups is displayed in Table 3. As follows from Table 3, in experimental group the results of methodology of the expert assessment of social readiness are as follows: 58.3% of pupils have a high level of social readiness, 37.5% of respondents have an average level, a low level was found out among 4.2% of the pupils.

Examining data of basic and control test cuts, we note that for pupils of the experimental group the following changes have occurred in indicators of social readiness: the number of teenagers with a high level has increased it is observed now among the 58.3% of the pupils (i.e., an increase by 17.4%), the number of respondents with low levels decreased by 8.3% and it is noted for 4.2% of pupils. At the same time in the control group during this technique the following results were obtained:

- About 39.6% of pupils have a high level
- About 42.7% of the respondents have an average level
- About 13.2% of group members have low level

The representatives of the control group in parallel with the children in the experimental group, have shown the following changes in the distribution of the results of methodology: a high level steel have 39.6% of teenagers, i.e., their number increased by 9.6%, a low level according to this procedure has decreased from 20-13.2%, i.e., for 6.8%.

Summarizing the results obtained in the course of the study of the life chances of individual pupils, we can estimate the level of formation of life perspective of students of the control and experimental groups (Table 4).

Comparison and analysis of the results obtained in ascertaining and control stages of the experiment allowed us to determine the dynamics of formation of life perspective of the personality of students in the experimental group.

The study, in general, allows to mention improving the life chances of children-orphans. So, a high level have showed 45.9% of pupils while on the ascertaining stage of the experiment high level of formation of life perspective had 16.6% of the participants of the experimental group. However, in the experimental group a decrease in the number of participants with a low level of formation of life perspective of personality is observed: 16.6% in the control test cut and 33.4% on the ascertaining stage of the experiment, i.e., there was a decrease of 16.8%.

When comparing the results of ascertaining and control stages of the experiment in the control group it was revealed the following: changes in the distribution of the results are less significant than in the experimental group. Thus, the high level was showed by 20% of students, i.e., the number of pupils has increased by 10%, the lowest level decreased for 3.2% and amounted 26.4% of the pupils.

Comparing the data obtained in ascertaining and control stages of the experiment, we came to the following conclusions:

- As a result of implementation of the program of formation of life perspective of personality the level of life chances of individual pupils was raised, thus changes in the indicators in the experimental group are higher than in the control group, indicating the effectiveness of the program

- However, along with the improving of the life chances of individual pupils, it should be noted that children are left, the level of life chances of the individual is still diagnosed on a low level. This demonstrates the need for the formation of life prospects at an earlier age and enrichment of the subjective picture of the world of pupils during their stay in the boarding establishment

### **CONCLUSION**

Thus, the results, obtained in the course of the study, showed that orphan pupils are characterized by a low level of life chances of the individuality. Socio-pedagogical work on formation of life prospects of the personality of pupils institutions should take into account the subjective picture of the world and be based on group interaction and individual educational route which takes into account basic needs, plants and other features of subjective picture of the world of the individual.

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