

Contents

<i>List of Figures</i>	<i>page</i> ix
<i>Acknowledgments</i>	xi
Introduction	
The Problem of Determinants and Mechanisms of Child Development; The Structure and Content of the Book	1
1 Vygotsky's Approach to Child Development	15
2 The Neo-Vygotskian Elaboration of Vygotsky's Approach to Child Development	45
3 First Year of Life: Emotional Interactions With Caregivers as the Leading Activity of Infants	77
4 Second and Third Years of Life: Object-Centered Joint Activity With Adults as the Leading Activity of Toddlers	109
5 Three- to Six-Year-Olds: Sociodramatic Play as the Leading Activity During the Period of Early Childhood	139
6 The Period of Middle Childhood: Learning at School as Children's Leading Activity	171

CONTENTS

7 The Period of Adolescence: Interactions With Peers as the Leading Activity of Adolescents	203
Conclusion	
The Neo-Vygotskian Approach to Child Development: Accomplishments and Shortcomings	229
<i>References</i>	241
<i>Author Index</i>	273
<i>Subject Index</i>	280

Figures

1.1. A quipu. Reprinted from Leontiev, 1959, p. 325.	<i>page</i> 22
1.2. Vygotsky's model of child development.	42
2.1. Example of the structure of animal activity.	53
2.2. Example of the structure of human activity.	55
2.3. Initial activity of a character from Leontiev's story.	67
2.4. New activity of the character from Leontiev's story that developed from his initial activity attributable to the phenomenon of the conversion of goals into motives and actions into activities.	68
2.5. The neo-Vygotskian model of child development.	72
6.1. Steps of the theoretical learning procedure for teaching 6-year-old children to write letters of the Russian alphabet.	187
6.2. Example of the problems offered to students who attended "traditional" and "theoretical learning" schools.	190
6.3. The optimal eight-move solution of all the problems that were offered to students who attended "traditional" and "theoretical learning" schools.	190