Genetic psychology: problems and perspective (basics of concept)

Serhii Maksymenko

orcid.org/0000-0002-3592-4196

G.S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine

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G.S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine


Modern practical psychology is rather a many-colored and, at the same time, a sad picture. A great number of empirical data (which very often tell about something they do not know), handmade, everyday in their essence theoretical schemes, which usually describe only one thing – peculiarities for mental process of their authors and somewhere quite apart – the fundamental philosophic methodological provisions about being and awareness, activity, essence and phenomenon, etc.

The important motive of our higher attention to methodological bases for genesis of psychics is the desire to get moving a number of problems in psychological practice. The absence of efficient theoretical basis causes, for example, to the situation when such necessary and important work in the sphere of child developmental psychology is just absent or is based only on everyday notions of general psychologist.

Our data also tell that the integrity in ontogenesis of psychics should be considered in another plane – as integrity of human life journey since birth until death. Hereby we should not abstract from anatomic morphological structures (dispositions), about which our psychology shyly kept silence for many years. So, the specificity of ontogenetic human development is that it is subject to effect of biological laws (as development of animals) and effect of social historical laws.

Thus, the object of genetic psychology is personality, spiritual physical individual, born by its own subject-based practical activity, which later is transformed into its own activity in some aspects.

**Keywords:** psychological practice; ontogenesis; learning; developmental psychology.

Introduction

The concept “human” is the key one for psychology that sets the direction to any research or theory and at the same time the one that determines the strategy for cognitive activity.

It is considered that namely this concept will underlie the world outlook suggestion that defines the character for different subjects of psychological science, as well as the way for their deployment, as in different subjects of psychological science and in ways to design its activity.

If we assume that the object of psychology is the essence of human – totality of public relations, in which it lives and acts, then such understanding a human defines the limits of categorical vision and sets the world outlook function for construction of system on subjects of different researches for psychical phenomena. In particular, it relates to genetic psychology, which subject of research has to be defined pursuant to all methodological conditions of objectivity.

The purpose for genetic psychology of human is to study the conditions, under which in the processes for transformation of content and forms for its psychical phenomena for states of awareness and ways of action it can achieve such level of perfection in psychical mechanisms for activity, when there will appear the ability to make discoveries, inventions or to create word pictures. It means that the purpose is to find the laws for genesis of initial content, undifferentiated sensitivity of human, for creation of mechanisms for creativity.

Genetic ideas, ideas of generation, appearance of further process of functioning, which leads the subject or...
phenomenon to a certain state, kind, changes of the same subject or phenomenon, were in the center of attention already at ancient times, as people, who thought about issues on origin and establishment of phenomena. Further, as a result from long research of genesis processes, long before construction of theory of genesis, the genetic method for scientific cognition was established.

As in the old days, which are characterized by mythological knowledge, under modern stage in development of methods for science, the genetic method of research anticipates the analysis for certain initial state of subject or phenomenon and construction of further transformation from that knowledge.

The historical genetic method appeared as a result from statement about idea of development in the science (starting since XVII century): in Mathematics – differentiated calculation, in geology – Lesley’s theory, in cosmogony – Canon-Laplais’ hypotheses, in biology – Ch. Darwin’s theory, etc.

The main purpose of genetic research is to show the relations of phenomena, which are studied, in time, study of transitions from less developed to more improved forms for existence and functioning of subjects and phenomena. The genetic method in philosophy of Hegel underlies the phenomenological analysis of awareness, which aims to show the historical metamorphoses for forms of cognition and to disclose the establishment of science as a way to acquire the scientific knowledge.

The penetration of genetic analysis into sciences, which study the processes of development, caused to consolidation of genetic method as a special method for cognitions and appearance of special spheres of knowledge: theory of evolution, origin of species, genetic sociology, genetic epistemology, genetics of behavior, etc.

We can state about certain stability in general orientation and evolution of theoretical views in psychology, which further more and more strive to involve the results from genesis of psychics, awareness and activity into their general psychological theories of research.

The child psychology paid attention to itself along with many sections of psychology, which started being intensively developed at the end of XIX – beginning of XX century. The impulse for development of this sphere of psychology was made by Ch. Darwin, who published his book “Biographical essay of one child”, which described the thorough observations for processes of psychical development. The most popular works at that time were “Soul of child” by V. Prayer and “Psychology of early childhood” by V. Stern. The use of genetic method in psychology in further development of science relates to the names of D. Baldwin, K. Gross, Carl and Charlotte Btoler, A. Bine, A. Walloon, E. Klapered, R. Zazzo, J. Piaget, etc.

The genetic method in research of problems in child psychology was widely used by K.D. Ushynsky, P.K. Kapterev, A.F. Lazursky, I.A. Sikorsky in pre-revolutionary Russia.

P.P. Blonsky, L.S. Vygotsky, A.B. Zaporozhets, G.S. Kostiuk, O.N. Leontyev, S.L. Rubinstein, etc. made the contribution into understanding the laws for development of child psychics, and hereby into general psychology.

Hereby we think that it is a mistake that namely the use of genetic method in psychological research, at once refers the author and his works to the sphere of genetic psychology. The genetic method, used in a certain sphere of psychology, is the way to study its subject, based on the analysis for its creation and establishment to valuable functioning.

So, when we speak about certain science, we think that it is defined by availability of reflected components: cognitive situation, subject of research, totality of psychical facts, on which basis the subject of research is deployed. Hereby the concept “cognitive situation” includes the following elements:

a) cognitive difficulties, stipulated by realization of contradiction between knowledge and ignorance;

b) “white spots” in the subject of research;

c) requirements to the product of research, which shall be received;

d) means for organization and implementation of scientific research.

The subject of genetic psychology is more complex phenomenon. It includes: a) the reality, over which a researcher will work; b) a task or a series of tasks, which he/she shall solve; c) different scientific descriptions that contain the reflections of this reality; d) research means – available or those ones, which shall be created; e) abovementioned requirements to the product of research, which is the result from application of means and sense of task; f) product of research – elements in theory of subject and technological recommendations for its further study or practical improvement.

The practical sphere for deployment of subject of research is based directly on the methods for observation and experiment.

Unlike so-called non-specific application of genetic method, the genetic psychology has its own subject of research, in which the following processes exist along with many other psychical processes, phenomena and material formations – psychical mechanisms: process of generation, establishment and further dynamics of its functioning.

All this is subject to scientific study.

By the way, the concept “genetic” in wide meaning of this word, shall cover the evolutionary and historical aspects of psychology. But the thing is that in our literature only the researches, which relate to development of child, are usually defined due to concept “genetic psychology”. At the same time, in magazine “Psychological Abstracts” there is the heading under title “Genetic psychology”, which includes the following sections: 1. Period of infant. 2. Childhood (learning, abilities, personality, interrelations between children and parents). 3. Juvenile age. 4. Age of maturity. 5. Gerontology.

Other, so-called “subsidiary” spheres of science are developed along with the genetic psychology. Thus, genetic epistemology, founded by J. Piaget, is a vivid example for original definition of the subject, tasks and methods that are subject to effect of laws for genesis and require to be studied. J. Piaget defined the epistemology as a science about psychological mechanisms and conditions for origin at human: a) of different forms and types of knowledge; b) of concepts; c) of cognitive operations; d) of relation for knowledge of different type and level between themselves.
The purpose of genetic epistemology is to study, in which age and how a human possesses knowledge, concepts, when the cognitive mental operations appear at it and what are their relations with other parties in their psychical life. Using the analysis of initial state of psychical phenomenon it is possible to derive the new knowledge about its next states. And this derivation is based only on knowledge about mechanism for acquisition of qualitative definiteness by psychical phenomenon that arises: it exists and does not exist until certain moment, appears or is destroyed, etc.

Afterwards, from origin of the first ideas for genetic method to formation of subject for genetic epistemology there are twisty and uneasy ways. The researchers came to the idea about genesis of psychical phenomena of human nature rather quickly but the creation of the system subject of genetic psychology occurs slowly. Probably, it will last until the time when the way for construction of system for genetic psychology, which would satisfy the logical and significant criteria for existence of subject of research, will be found.

**G.S. Kostiuk and genetic psychology**

In modern psychology there are many researches, which fix the moments for generation, origin of psychical phenomena, breaks in gradualness (insight, products of intuition, etc.), and their uneven transitions into the new state, to the new function, to the new way of actions. In these terms the research by G.S. Kostiuk, which can undoubtedly considered to be pure genetic due to its essence of subject of research, method and product, received as a result, is original. G.S. Kostiuk informed about results of his research in 1962, making a speech at all-Union meeting on philosophic issues of the higher nervous activity and psychology.

The subject of research was the process for creation of image at perception of subject under complicated conditions. The model of process was the image of subject, located in the dark chamber, which again and again was illuminated by flashes of electron-pulse lamp. The short duration of illumination did not enable observing and seeing a subject in full: the experimental received something, which is inaccessible to cognition in the terms of form and content. As a result from numerous illuminations by impulses of the light there occurred the accumulation of information in field of vision of experimental and the image of subject, being perceived, was gradually building. G.S. Kostiuk came to such conclusions as a result from researches on generation and origin of image of subject when it is perceived under complicated conditions.

While constructing the image there expressly appears the complex interaction of reflectory acts, which acquire the form of specific cognitive actions (sensory, perceptual, reproductive, mental), directed to solution of perceptual task: separation of features for object, being perceived, their structuring, awareness of class of objects, its referral to a certain category. Pursuant to the past experience and fragmentary percepts the subject has the judgments, hypotheses, which influence on the course of this process, and at the same time there appear certain changes depending on results of perceptive actions. Inadequate hypotheses that are not confirmed by perceptive data are replaced by likely surmises.

The solution of task under such conditions often is the process for solution of contradictions between expectations that appear at subject, anticipations and perceptive information, when he/she receives.

It represents a complex cognitive activity, which is verbalized to some or other extent in all its stages, starting from awareness of the task and finishing with its certain solution.

It is a vivid example for establishment of “subjective image for objective world”, which cannot be understood without its psychological components. The necessity in such analysis convincingly appears at transition to more complex manifestations of cognitive and all the more to spiritual life of personality, its versatile creative activity.

Thus, the originality of the psychical may be better understood if to approach to it genetically, if to look closely at how during development of imaging work of the brain the real interrelation of living being with external world are changed, their new systems appear.

What is the gnoseological sense of abovementioned results from research? What is hidden behind the external simplicity of original experiment? Below in brief are the main components for subject of experimentalist’s activity.

First – sensitivity of visual analyzer, which received the energy of external influence and through its low power was not able to transform it into the fact of cognition.

Second – silhouetting the subject, being perceived, - its origin on the eye retina and establishment of its contour with indefinite borders and with cavities in its integral image.

Third – cognitive actions (sensory, perceptive, reproductive, reflective), which carry out the changes in image and fixation of peculiarities; thanks to this they transform the energy of influences into a definite image.

Fourth - motion of available but not complete enough information about subject. The hypotheses-images, which are changed with more probable, are created.

Fifth – development of image as a result from reflection of subject and its objectivation through separation of its features, structure, its referral to a certain category, verbalization and up to positive solution of perceptive task.

Sixth – creativity. The analysis of psychological components (characteristics of the psychical), which is necessary at transition of human to perceptive tasks to more complex manifestations of cognitive, spiritual and productive activity.

The main provision of G.S. Kostiuk was formulated pursuant to this and other researches in the terms that the development is not a consequence of learning. It has its own peculiarities, its laws that relate to the laws of learning and education but are not identical to them; its specific driving forces.

**Subject of genetic psychology**

Thus, the object of genetic psychology is a human, spiritual physical individual, born by its own subjective practical activity, which is then transformed in some its aspects into its own activity. A normative object (a proper human) is set by program of remote purposes for learning.
and education. But from there arises the deep content for subject of psychology – genesis of human psychical properties. But it is turn any change in the subject of research or regulation in the practical activity of human learning or education entails to substantial changes in the ways of cognition, i.e. a human itself and the modification in way for cognition requires the substitution of initial abstractions.

All these methodological operations for subject of psychological research allow not only defining the new subject of research but anticipating the new general features for subject of research.

So, the genetic psychology, unlike genetic epistemology, shall have the following subject of research: a) appearance of psychical phenomena; b) their origin; c) establishment of vital processes; d) functioning; e) their renewal (revival) after they lose active functions.

In other words, the genetic psychology is called to study the objective processes for generation of new psychical mechanisms and knowledge about them pursuant to found perspective and/or projects for development.

The versatility of concept “genetic psychology” is that it covers three more-less deep aspects of content. The first one is generated by activity of people, which they shall firstly possess in order to work productively, using its psychical content for regulations of actions and deeds.

The second one – a totality of knowledge, acquired by humankind spontaneously in the process of manufacturing, cultural, state and artistic activities. This level of knowledge, received without applying the scientific methods of research, may be called the psychological wisdom or common sense.

While accumulating such knowledge, people strive to implement into certain logical and notional schemes, transferring them to the new generations at the same time with learning and education.

And, finally, the third one – is generated by system of scientific knowledge, which is created as a result from implementation of scientific research methods and in particular experiment into psychology. The main feature for this content is the regular or programmed production of the new knowledge. Thus, the main principles were discovered as a result from the huge work of psychologists, as well as the explanatory concepts of psychology were formulated, and at the same time the branches of psychological science were extended.

It is clear, the intensive differentiation of certain branches in genetic psychology, which makes attempts to define their subjects and research methods, creates only approximate schemes. So, the systems of concepts (or conglomeration) of modern psychology constitutes rather a mixed picture.

Let’s take the process for creation of concepts, for example. Within this purpose one often goes to disunion of concepts due to principle of notional distinguishing: conscious – unconscious, process – content, process – structure, patrimony – acquired, structure – function, etc. Hereby, it is characteristic that depending on direction of psychology, each from polar concepts is reduced to one of them according to tastes of researcher; and the opposite to desired – just is not taken into consideration.

Besides, many concepts of psychology suffer from excessiveness of functionality in terminological denomination: feelings, perceptions, emotions, memory, thinking, etc. Accordingly, their content is established after a model for definition of content for biological concepts about functions of human organism, where the notion about purpose of those functions is derived from the view on organism, its biological, biochemical and physiological nature.

And when a psychologist considers the processes of thinking, feeling, perception or memory, etc., against his will he makes them absolute, transforming into independently existing essences, instead of seeing the results from actions, activity or behavior in them.

Undoubtedly, overcoming of stable functional concepts and their reconstruction in genetic plan gradually takes place in modern psychology. Thus, our researches on experimental geneas for goal-setting of pupils from junior school age (S.D. Maksymenko, 1980, 1988) showed that the stable mechanisms for acceptance of learning tasks are formed in this age, while learning of pupils due to ordinary programs enabled them coming only to notion about result or subject of actions. More impressing is the picture for genesis of goal-setting in development of personality – establishment of its independence and initiativeness. It was also proved that qualitative changes in independence are not definitely defined by age, growth in activity occurs thanks to personal attitude of pupil to fulfillment of learning tasks and formation of the skill to anticipate, to plan, to control, as well as adequately to assess the results of his work on that basis.

The level of independence, formed in the experiment, may emerge the characteristic one for this age of pupil.

However, rethinking the system of concepts in human psychology in genetic plan is the problem that requires significantly larger efforts due to intensity.

So, let’s say, such forms for psychical phenomena (conscious perception, free memory, active attention, volitional action, thinking), which were considered only in the form of inborn properties for psychics and awareness of human are in fact the products from long development in active vital activity of human, it still requires the special conceptualization.

Besides, although the mentioned tendency in development of new psychological concepts is in no case a simple substitution of “old” concepts, however there are attempts to establish a certain system for simple systems of pragmatic concepts, which describe the things that can be checked in the experiment for reality and find the roots for functional concepts of psychology in them (using logical conclusions).

There, the abovementioned problem is not as simple as its formulation.

A certain complexity in nature of psychological concepts is that they act in three different aspects: 1) axiological – as a kind of common human knowledge that precedes any scientific analysis – a means for transfer of experience from generation to generation; 2) semantic – knowledge about psychics, awareness and activity of human – product of scientific research; 3) pragmatic – it is the application of psychological knowledge about genesis of psychics, awareness and activity – a means for their practical application.
Research methods in genetic psychology

The main research methods in genetic psychology are observation and experiment and the latter one is divided into two kinds: stating and forming. Contemplative stating research methods have already used up their productive forces and their place was occupied by active methods, built on the basis and in the form of experimental learning.

The researches of problems in psychological development using forming experiment provided with certain positive results. Theoretically and practically it was proved that forming experiment due to its essence is the type for real academic educational process.

The purpose of forming experiment is to provide with better results in comparison with those ones that are achieved in the school by traditional ways of learning and education. Thus, it is stipulated by the needs of school, is justified and motivated by necessity to improve academic educational work, to increase its efficiency.

The evolution of forming experiment may be presented in the form of some stages that characterize the spread of psychological reality, which is subject to formation: a) property, or peculiarity of psychical process; b) psychological process; c) mental action; d) integral psychological new formation under conditions of organization of activity.

The qualitatively new stage in development of genetic psychology, stipulated by transition to experimental genetic research method, is characterized by synthesis, strictly speaking, of psychological research on designing new forms for mastering social cultural values by human, new efficient forms for academic educational process, thanks to which it is possible to disclose the laws from psychological development of human.

The hypothesis by L.S. Vygotskyy about principles for study on development of human psychics underlies the experimental genetic research method. The hypothesis received the name “Vygotskyy line” and gave impetus to a number of researches – O.M. Leontyev, P.Ya. Galperin, O.V. Zaporozhets, D.B. Elkonin, V.V. Davydov, etc.

The methodological content of abovementioned “line” was the notion that the specific forms for psychics are not given to human since birth but are only set as public samples. Thus, the psychical development is carried out in the form of mastering those samples, including in the process of purposeful learning and education.

The logic of experimental genetic research on subject of genetic psychology anticipates not just fixing the peculiarities for some or other empirical forms for manifestation of human psychics but their active modeling and reproduction in special conditions during observation or forming experiment. This modeling allows disclosing their essence, i.e. the laws for origin and establishment of certain psychological functions and abilities in ontogenesis. Thus, a concrete realization of experimental genetic method in researches as their necessary element includes the forming experiment.

The theoretical level in study of psychical phenomena in experimental genetic method, unlike other psychological methods, will specially be set to the researcher through construction of content-rich operational pages of subjective activity. Hereby, the specific peculiarity for similar modeling and construction is that the model, created by researcher with cognitive purpose, corresponds to real internal structure of psychical process. Here the generative psychical process, for example, a way of thinking or memory, is reproduced by a certain individual due to those social cultural norms, which made it to be a product of spiritual culture of society.

Figuratively speaking, the experimental genetic method, fixing “the objective dialectics of things” through its own organization, generates “the subjective dialectics of ideas”, complex dialectics for psychical world of individual, which is developed due to laws of reflected reality.

Hereby, the laws for reflected reality are given to it not only in general abstract form but as a content-rich operational system of certain activity. Only in such form and capacity the laws for reality become the basis for those connections and relations that form the psychical process, psychical apparatus, being in the state of establishment. Thus, namely the content-rich operational system of experimental genetic method is the psychological center of research.

Here there is the essence of method: the psychical phenomenon or function under research is firstly constructed in the form of model for a certain activity and then is actualized through mediation of special means for organization of human activity. Such universal way for organization of human activity is the task, which solution anticipates the functioning of the corresponding psychical process. The criterion for psychological assessment of performed research is the degree of conformity in real conducted process for solution of task for its model.

The learning task in experimental research is the artificial means for induction and development of psychical processes, their specific model. Naturally, there is no identity between the psychical as objective and the psychical as subjective, generated on its basis but there is the adequacy one to another between them. The external social samples in the process of interiorization (appropriation) firstly become the means for psychological organization and regulation of human activity. And then they pass into internal plans, acquiring the forms of psychical processes. Further they do not remain unchanged and during course of their functioning they are enriched, acquiring the necessary labiality.

So, the experimental genetic method contains the methods for construction of higher psychical processes, which are appropriated by human in the process of its reorganization of certain content.

Hereby namely the transformation unites the genetic and structural functional moments of objective reality and hereby sets the similar structures (in the form of ways for analysis) to the psychical itself, internalizing, the ways for transformation of learning material act as psychological mechanisms for human activity. Such notion about psychical processes as regulators of activity and behavior forces to interpret the laws for psychical development as necessary and logical consequence from this line of formation process, anticipated by experimental genetic method.

The realization of genetic modeling approach may be carried out in the form of constructing school programs that allows experimentally uniting the age possibilities of pupil and process of his/her learning into single organic knot, showing the illegality of opposition, disunion of his/her
education and development. The most important moment here is the moment on study of laws for process of establishment of new kinds for cognitive activity. Thus, the task to divide the principles for construction of research method and to define the optimal conditions for its realization is urgent.

The theoretical apprehension of experience from experimental learning, made within the genetic approach, leads to necessity in establishment of system on principles for construction of experimental genetic research, as well as detection of succession in main logical operational structures with the help of which it is realized.

Our research (S.D. Maksymenko, 1981, 1989) give grounds to distinguish the following principles among many leading ones:

1) principle of analysis due to units (definition of initial contradictory relation that generates the class of phenomena as the whole);
2) principle of historism (principle of unity of genetic and experimental line of research);
3) principle of systemacity (principle of integral consideration of psychical formations);
4) principle of designing (principle of active modeling, reproduction of forms for psychics under special conditions).

Undoubtedly, other approaches to study of subjects of genetic psychology are used along with experimental genetic research method.

Systematic structural and functional methods of analysis on their own cannot be sufficient tools for research and scientific explanation. Only studying the condition for origin and the laws for development of structures of psychics and awareness, we can learn their nature and laws of functioning in order to manage people during learning.

The experimental genetic method along with other functions is the methodological principle for psychological research. Depending on peculiarities for subject of research in genetic psychology, it can assist to solution of the following scientific tasks:

1) philosophically historical;
2) comparative psychological;
3) functional genetic;
4) formation of higher psychical processes;
5) assistance to development of abilities.

Thus, the experimental genetic research method is the way to construct and to ground the system of knowledge, which unites the totality of methods and operations for practical mastery of psychical activity.

As any scientific method, it is based on actual activity of human, arises from it - on the one part, and on the other part, - it is the projection of theory on subject of genetic psychology - a totality of properties and laws for development of psychical reality, agreed between themselves, and with objective logic of subject, on which a researcher has been working.

Strictly speaking, any mature theory of subject acts as its organic bases for abilities and other psychological properties of human. Abilities were studied in perspective of only what they are.

Problems of genetic psychology

Transformation of dispositions into abilities and mechanisms.

Modern psycho-physiological and traditional age psychology concentrated its efforts on the preferential study of dispositions – organic bases for abilities and other psychological properties of human. Abilities were studied in perspective of only what they are.

a) conditions of successfulness for performance of certain kinds of activity: intellectual, sensory, perceptive, psychomotor, etc;
b) stipulate the difference in dynamics of human mastery of needed knowledge, abilities and skills.

As a result from indefiniteness for subject of abilities, the psychology became operating a great number of dispositions – anatomic physiological possibilities of human and abilities, which correspond to a narrow circle of requirements to human under conditions of concrete activity. In other words, the potential abilities, which were not planned by school program for development, their transformations into abilities and moreover into mechanisms for psychics, awareness and activity, were artificially “extracted” from real living and acting human.

Where shall we seek the abilities in this case? In dispositions? No – Dispositions are the psychobiological functions that became the result from historical development of living organisms, during which a certain differentiation of their structures and specialization of physiological organs at human took place. It should be mentioned that anywhere these functions of living organisms are inferior to nothing in comparison with artificial ones and even prevail over them. In some species of animals the possibilities for adjustment and scope of sensibilization (gain in sensitivity), as well as the width of scale, band that perceives the energy or information, - that is the unattainable dream for representatives of bionics...

So here is the problem: how many working abilities may be created from dispositions at human? Potentially as many as there are communication channels with environment, human and its inward world, really - depending on organization of learning and activity of human in its life journey. Thanks to these living devices – dispositions, transformed into abilities, a human receives, selects and preserves the energy and information to meet its needs.

Using this equipment, the multidimensional images of influences that are reflected by sense organs are formed: from subsensory – unperceived – facts, besides, real, which can perform the regulatory functions, to facts of awareness – concepts and theories, constructing a new reality.

At subsensory level of reflection a human possesses the endless possibilities for exit beyond its individuality and at the level of theoretical awareness the possibilities for cognition are unlimited. Thus, the purpose of ability is the transformation of initial content for psychical reflection into the thinnest differentiated multidimensional images by executive organs of psychics – motility and sensorics. What
may become a tool for integration of psychological knowledge into a certain integrity that reflects the essence of acting human – ability to creativity?

One may consider that such integrative tool, psychical instrument is the total psychic apparatus (psychical mechanism), which is established and called to life by purposeful genetic modeling learning.

On this basis, a psychical mechanism is a new formation that provides with the action and cognition due to action at the same time. A human learns, acting, and learning – acts, solving practically unlimited (in perspective) circle of tasks.

**Conclusion**

The initial idea, at least in the nearest perspective for development of genetic psychology, may serve the idea to learn the psychological laws for management of personality development along the whole life.

According to abovementioned idea it is reasonable to distinguish the following stages: pre-school childhood, institutionalized forms of study, post-learning phase of its life activity. The problems of age peculiarities, creativity, self-management and self-control are open-ended ones.

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