

Cultural-historical characteristics of influence of literacy and school education on age development¹

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The data on the problem of mastery in literacy and school education on psychological development are summarized and systematized in the article. The problem of correlation of the modern socio-cultural anthropology and cultural-historical theory of L. S. Vygotsky is formulated. This allows, from one side, to show an heuristics of cultural-historical theory on the material of socio-cultural anthropology and from the other side to verify some of its postulates. At the end, on base of formulated conclusions, the number of practical thoughts about difficulty of introduction of school education in traditional society is described.

Key words: literacy, school education, age development, crisis of thirteen age, institute of age-related classes, sympractice, sensitivity, reflection.

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