

**Cultural-historical Theory by L.S. Vygotsky and the Third Generation of
Development Anthropology Practices**

Abstract. The article considers the model of development anthropology practices, which was formed by the authors in the forms of additional education for adolescents based on understanding of *self-determination* as the main age challenge of adolescence. The concept of *anthropology practices* is introduced within the frameworks of systemic pragmatist approach in correlation to the other approaches to education formation.

Cultural-historical theory by L.S. Vygotsky is regarded as a generative model for development practices in education (*development pedagogy*) and generations of practices in development pedagogy are emphasized (developmental teaching; age school; self-determination pedagogy).

Keywords: anthropology practices, self-determination, subjectivity, development pedagogy.