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## The problem of development of the group subject

аннотация + ключевые слова 12 строк

The enhanced attention to problems of the subject became an appreciable feature of the Russian psychology on boundary of XX–XXI centuries. Subject-activity conception by S.L. Rubinshtejn developed further by K.A. Abulhanova, L.I. Antsyferova, A.V. Brushlinsky and others, supplemented with the important methodological and theoretical positions of representatives of other schools and directions of home psychology, by the right takes the leading place today in its methodological base. The role of a category of the subject was expressed very capaciously by A.V. Brushlinsky: «The concept of the subject allows to open wider and deeper the psychology of man in comparison with concept of the person. It concerns the characteristics of both individual and the group subject» [6; 16].

However it is necessary to ascertain that on a degree and depth of study the problematics of the group subject considerably concedes to researches of the subject in its traditional understanding, that is as the separate person. Last decades are characterized by reduction of the Russian psychologists' interest to the researches of groups, including the small ones. The proof to that is the aspiring to zero (on the general background of huge quantity of psychological publications) the number of monographies and scientific articles on psychology of small groups and the defended dissertations in this subjects. R.L. Krichevsky and E.M. Dubovskaja, A.V. Sidorenkov [13, 20] connect this disturbing symptom with the difficulties of methodological character and with the absence of new conceptions of group.



Methodological difficulties in working out the problem of small group, from our point of view, are connected first of all with insufficient attention of researchers to a question of a ratio of the general and special (particular) methodology, which G.M. Andreeva has put in due time [2]. It had led to that fact that more often some separate researchers and scientific personnels were limited only by one any level of methodology, and it always narrows the scientific search, complicates the development of the theories capable to advance the studied area and to open new prospects in it. It has happened with the psychology of small group. For a long time its development was based on a methodological principle of activity which got the status of a general methodological one while it acts only as a part of special methodology of social psychology. Created on its basis A.V. Petrovsky's theory mediation through action of interpersonal relations, L.I. Umansky's parametrical conception and others, though and certainly promoted an establishment of a wide picture of social-psychological displays of group, but could not answer with all clearness a line of key questions, first of all, a question of how the development of small group is carried out.

In the end of 1980th years the system approach began to get into social psychology, first of all owing to B.F. Lomov works [14, etc.]. Including it was started to be applied in psychology of small groups and primary collectives, and also the organizations [7, 12, 17, etc.]. However, being the general methodology «working» in many sciences, the system approach demanded the original «translation» into language of psychology. «Difficulties of translation» have led to the fact that this approach, as a rule, is now proclaimed as a basis of researches, but is not always really used in interpretation of the concrete psychological facts, in explanation of the reasons of the studied phenomena, construction of hypotheses, etc.

The system approach, really, can and should act as general scientific methodology in socially-psychological researches of group. It answers its nature as a system object (G.M. Andreeva, P.P. Blonsky, O.S. Gazman, J.L. Kolominsky, L.I. Umansky; R. Akoff, F. Emeri, etc.). For a group as a system individuals serve as its elements (further indivisible units). Between them interrelations and the mutual relations are necessarily going which provide the group orderliness and allow it to function and develop as to complete formation. Various aspects of this orderliness create a basis for group structure and its organization as a system. Thus interaction of elements, that is people entering into it and also their subgroups developing in this interaction, leads to occurrence of inyegrative qualities initially not inherent to its separate representatives. Such qualities can be named system. All this allows to consider the group as a system integrity.

As a special (concret) methodology on which the research of psychology of group can lean, we see the subject approach obtained now deserved recognition. As a subject approach we offer to mean the theoretical-methodological direction, which primary goal is the development and application of principles, methods and means of studying the psychology of subjects (individual and group) [8]. Its status as a special methodology is proved to be true because first, it itself is based on the principles of



the system approach (understanding the subject as a system, owing to K.A. Abulhanova, V.A. Barabanshchikov, A.V. Brushlinsky, E.A. Sergienko's works, etc. has strongly affirmed in home psychology [1, 3, 4, 18, etc.]), secondly, it serves just as that means of the organization of psychological research which allows to refract adequately general scientific and philosophical principles to an object of research in concrete scientific area – in our case of psychology of groups.

We consider, what exactly on the basis of the subject approach the development of a group problematics can receive today a new impulse. It is perspective for social psychology as it provides an opportunity to investigate the general, base phenomena and characteristics of group, and on their basis – individual, concrete displays, processes, conditions down to individualized, inherent only to the given group, describing its individuality. The subject approach opens the prospects of creation of the new concept of small group – the subject concept of group which will allow to open the psychology of the group subject as a self-organizing and self-developing system, to understand the interrelation, interaction and interference of such levels of the social organization as individual – subgroup – group, and as intragroup, and intergroup (external) plans more deeply.

In this we see the difference of the subject approach to small group from other approaches which also are probable as particular methodology of its research. As in home social psychology in former years the activity approach was leading, we shall specially emphasize, that the subject approach does not cancel and does not replace with itself the last one as particular methodology, but, in our opinion, incorporates it in itself. From positions of the subject approach the group is considered as the subject of various kinds of activity that has as external and the intradirected character (activity, behaviour, intercourse, cognition, self-organizing, self-management, etc.), speaking generally – as the subject of ability to live [7, 8, 9, etc.], in which activity plays very important, but not a unique role.

We agree with A.V. Brushlinsky [5, etc.], who approved that the methodological role of the subject approach is that it can become a basis for integration of a psychological science that has both individual and group subjects as an object of studying.

As to the concrete conceptions of group in Russian social psychology it is necessary to ascertain that the last some decades of the last century were accompanied by original «calm» in this area: mentioned A.V. Petrovsky's and L.I. Umanskoy's conceptions have gradually lost their popularity (though for the sake of justice we shall notice, that in J.V. Sinjagin, A.S. Tchernyshev's works and its employees the certain attempts of their development were undertaken [21, 23]).

Last years were marked by occurrence of the new conception of group – A.V. Sidorenkov's microgroup conception [20]. Though its author does not put a special accent on this moment, we shall make bold to approve that this concept has obviously tested on itself the influence of the subject approach. Its main subject – informal groups in small group – are treated by A.V. Sidorenkov not simply as a key unit of group structure, but as the collective subject of group ability to live.



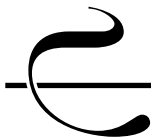
We understand the system and dynamic quality of social group of the interconnected and cooperating people as the group subject, that shows when it operates as a whole unit in significant social situations, carrying out the different kinds of activity (activity, intercourse, cognition, etc.), including that it transforms these situations and itself, realizing that it is a source of these actions and transformations.

One of the most significant and at the same time poorly developed problems of psychology of the group subject is the problem of its development. Works appeared in the end of the last century [7, 12, 16, 21, etc.] testify that the picture of development of real small group is much more complicated, contradictorily and is more various, than it was traditionally represented in the social-psychological theory – as a steady movement from the lowest level of development to the maximum one, from not collective to collective.

Development of the group subject is characterized not simply by consecutive change of any conditions or properties, but by occurrence as a result of changes of qualitatively new formations (among them transition of separate group substructures to a new level of development, transformation of componental composition of structure of group\*, reorganization of interrelations as between separate elements of one substructure, so between substructures that can cause occurrence of new functions of the group subject, development of new kinds of activity by it, etc.).

Being in the beginning of working out the psychology of group subject the home social psychology has no yet the ready answers to the question of how exactly the process of its development occurs in real conditions of life. So we offer one of the directions of scientific research – on the base of integration of the general scientific (the system approach) and particular methodology (the subject approach). In our opinion, the research of this process should be concentrated to following two themes, first of all: sources, determination and mechanisms of development of the group subject; character, levels and stages of its development. We shall stop on each of them separately, and then we shall show their interrelation.

\* With reference to the group subject the traditional concept of structure as unity of components (as separate elements, parts, substructures of system) in their natural, steady and necessary interrelations can be considered, in our opinion, doubly: as the structure of the group subject itself (an example A.V. Sidorenkov's microgroup conception in which groups as the basic structural components subgroups and participants of group disconnected into them can serve) and as structure of psychology of the group subject are allocated, including the components concerning the basic spheres of display of group psychology: cognitive, emotional, motivation-valuable, behaviorally-strong-willed. In the first case it is necessary to speak about socially-psychological structure of the group subject as it is based on social elements (separate people and their associations) whereas in the second case it is expedient to talk about psychosocial structure as the psychological phenomena are put in its basis (the group ideas, motives, values, emotions, etc.). In our opinion, the psycho-social structure of the group subject consists of such components as the orientation of the group activity (the motivation unity), organizational unity of the group subject, its preparation, intellectual unity, emotional unity, will unity. The both versions of the structure of the group subject are intercorrelated and interdependable.



Sources, determination and mechanisms of development of the group subject.

Development of the group subject proceeds under influence simultaneously both its internal (psychological) sphere and an environment. As the group constantly exchanges with an environment the information, energy and so forth so far, it concerns to the category of the open systems. In its openness its inherent discrepancy is covered. Arising contradictions act as a source of development of the group subject. Speaking about contradictions, we lean on traditional understanding of this concept as a presence of mutually exclusive, each other denying and simultaneously mutually presumptive parties, contrasts in any phenomenon, object, system. Any system, including the group subject, is characterized with both internal and external contradictions. For the group subject the most fundamental internal contradiction is the contradiction between the aspiration of the individual to be a member of group so to get the similar with its other participants properties, qualities and so forth and simultaneously his desire to keep the individuality, «not to be dissolved» in group, comprehension of own self-value. The base external contradiction is the contradiction between aspiration to self-affirmation and self-realization of group as independent complete subject in the basic organization and necessity of interaction with other groups in the environment. Both in the first and in the second case both tendencies also deny each other and mutually assume. So the preservation of individuality demands underlining the differences from other members of group, instead of features similar to them, but, however, to show the individuality is impossible in social vacuum, it can be realized only in group, and arising in interaction with other people the general qualities while including in system of the person, get the individualized tint and by that emphasize its uniqueness.

The variety of group contradictions forms the multilevel system. In our opinion, they can be grouped in three types: 1) contradictions of intersystem (down to macro-system) level – between the group subject and the representative of other group, this and other group as a whole or wider social organization in which this group subject is included; 2) contradictions of mesosystemic level – between separate parts of the group subject or the structural components of its psychology; 3) contradictions of a microsystem level – between concrete individuals making group and / or their micro-groups.

As all three types of contradictions form the system so their influence on each other and interdependence is obvious. So, for example, in group there is a contradiction between its separate members (a microsystem level), connected with different motivation on participation in joint activity. It reduces the group result on the basis of that there can be a contradiction of mesosystemic level – between the generated orientation of activity of the group subject and insufficiency of its readiness to activity. It negatively influences on general group efficiency and entails the macrosystem contradiction – between low achievements of the group subject in concrete area and high expectations to its productivity from the basic organization to which it does not answer. It is clear that the settlement of all these contradictions will lead to the further development of small group as the subject.



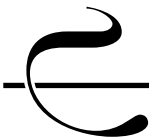
We agree with A.V. Sidorenkov that in various groups and at different stages of ability to live of the same group «... as the leader to the greatest degree determining process of progressive or, on the contrary, of regressive development, this or that kind of the contradiction can act. Considering that fact that contradictions arising in group are connected among themselves, domination of any one of them causes an aggravation and / or smoothing of other contradictions» [19; 45]. We think that occurrence in group of those or other contradictions is caused by its system nature and features of a social situation of its ability to live which is always dynamical and variable; their settlement is accompanied by the formation of a new situation of ability to live and qualitative changes of group psychology, that is the development.

Speaking about the determination of development of the group subject it is important to remember B.F. Lomov's words: «... in the research of the mental phenomena the attempt to search the unique determinant of this or that phenomenon – a dead-lock way. Any phenomenon is defined by a system of determinants» [15; 30]. According to the system approach, determination of a developing phenomenon is system, that is multiplane, multivariate, multilevel. Contradictions as sources of development of the group subject act in a role of the leaders establishing determinants of this process, setting its logic, character and so forth. But, besides this, according to B.F. Lomov, there are some more levels of system determination connected among themselves by dynamical relationships.

The first level – the relationships of cause and effect carrying system forming character. It is accepted to allocate three kinds of such connections: macrosystem; meso-system (intergroup); microsystem (intragroup). All of them constantly develop. Thus the intragroup relationships are the most dynamical because the mental conditions of the group members are very mobile, and it leads to changes and constant development of interpersonal attitudes in the group. The second level of system determination – the external factors existing outside the group. It can be, first of all, the tasks and the purposes that was put before the group by wider social generality, and also the formal-set cast in group. The next level of system determination is presented by internal factors, that is the inherent to each member of the group and group as a whole and being socially significant for the person and a generality. At last, the general and specific preconditions are fertile «ground» on which socially-psychological processes in group are unwrapped. Without the certain preconditions other determinants can not show the action.

Let's emphasize one more important methodological position stated by B.F. Lomov: a ratio between determinants of different types is changeable, movable. To this position A.L. Zhuravlyov's idea is consonant that in a number of situations of group ability to live the change of the determinants is possible, for example, the economic factors may be changed by the psychological factors [11].

So, the research of development of the group subject from positions of the system approach demands to consider that its determination, first, has system character, secondly, is not rigid and unequivocal. The polysemy and multilevel determinations



of the development bringing the group system to a likelihood condition, causes «self-movement» of the group subject and the certain change of its psychological characteristics. In its turn, it allows it to react flexibly both to significant and to undistinguished influences of the external and internal environment, realizing an available potential and accumulating new reserves of development. Hence, ambiguous and nonrigid system determination is a basis of development of the group subject and simultaneously of preservations of its integrity.

The question on mechanisms of development of the group subject is extremely important too. The system approach in a context of its philosophic-dialectic judgement contains the general methodological reference points for the decision of the given question, but does not offer ready answers. Search of the last ones should be most likely based on special (particular) methodology of a concrete science as it would be a simplification to think that the development of so various by their nature systems as biological, social, psychological and others it is possible to explain in the uniform image, by means of certain universal mechanisms. An another point is that the formal-dynamic characteristic of mechanisms of development of various systems are similar. It, obviously, also generates the representation about their universality. By the formally-dynamic characteristics we mean, first of all, integrative-disintegrative character of these mechanisms, their orientation to the maintenance and, moreover, increase of a level of integrity, organization, system effectiveness or to the decrease of this level down to its destruction as those. It is necessary to consider, that representations about integration / decompositions, integration / differentiations as mechanisms of development of system are some scientific abstraction, the model describing this process in its essential, but nevertheless general features, not opening the specificity. The last one is defined by the subject maintenance of mechanisms of development which every time will be especial for the certain sort of systems. As for the substantial analysis of the mechanisms of the development of group subject we think it should follow the description of the formal-dynamic features of this process. Unfortunately there is no unit position with reference to the last ones, so the finding out the content of these mechanisms, apparently, is the task for the future that demands the serious theoretical reflexion and the developed empirical ground. According to this we'll offer our own vision of the formal-dynamic features of the development of group subject.

In the philosophical, sociological, psychological, pedagogical, biological literature on problems of mechanisms of development of systems two positions are presented. One authors approve that these mechanisms are the processes of integration and differentiation, others as those name the processes of integration and decomposition.

In most general view the integration is defined as process of association of any elements into the whole on the basis of some generality between them, the result of that is occurrence of qualitatively new properties and communications between elements of integrity. Accordingly the decomposition is understood as disintegration of integrity on the basis of infringement of communications existed between its ele-



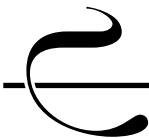
ments or formations of the new communication staticizing their mutual denying. The differentiation is treated as process of division, a partition of the wholeness on different parts or components, the basis for what are the certain distinctions between them, but not meaning, however, the disappearance of system as an integrity.

With reference to a problem of development of the group subject it is possible to approve, that integration is aimed to consolidation of the psychological unity of group, stabilization and ordering of interpersonal relations and interactions, increase of a level of its organization and efficiency. The differentiation is shown in inevitable specializations and hierarchization of business and emotional interrelations of group members, in distinction of their functional roles and psychological statuses that is a result and simultaneously a stimulus for the further development of group as, resolving former contradictions, the differentiation can generate the new ones. Decomposition is expressed in infringement of harmony in relations of group members, breaking their interrelations and interactions, disintegration of group as a complete formation.

It is thought that the binary positions «integration – differentiation» or «integration – decomposition» not to the full degree reflect the process of development. We think its necessary to speak about a triad «integration – differentiation – decomposition», the mutual relations between the components of it carry the reciprocal directed character. If we're limited only to consider the processes of integration and differentiation the question will arise, up to what limit the action of differentiation lasts. We shall tell that the new formed group is originally a diffuse integrity, but in process of its ability to live there are processes of differentiation in it: the leader kernel is formed (or even several ones), microgroups, the separate members stand apart which are not entering into them, the positional-status, role structure develops, some hierarchy of common generic norms, values, etc is formed. It is clear that the answer to a brought question depends on an orientation of the process of differentiation. In fact it can «work» to increase of integrity, organization, integrality of the group subject, so to its progressive development – by means of crushing of initial integrity, forming a certain structure in it, interrelation between its components and also reorganizations and transformation both components and interrelations between them during the sanction of contradictions arising at it will promote the group development. But the same process of differentiation – in case of antagonistic contradictions in group – can lead to decomposition, that is to the destruction of the interrelations supported integrity of the group subject and its disintegration as a system. Differently, it is required to analyze the development of group not from the positions of a diad «integration – differentiation», but from the positions of mentioned triad.

On the other hand, if we concentrate only on integration and decomposition the transition from the first process to the second disappears from a field of vision. It remains not clear how possessed the integrity system has stopped the existence. Such an event is not the one-stage act (especially for social groups), it is logical to assume the existence of any other process connecting integration and decomposition. The process of differentiation acts as such «intermediary» which is based on distinc-





tions between the components of system. The differentiation can serve as «nutritious ground» for the decomposition maintaining those distinctions which reflect the mutual exclusion of components of system.

So, from the general methodological position the model of mechanisms of development of the group subject can be presented as a triad of the interconnected processes of integration – differentiation – decomposition. It helps to understand, by the way, the complexity, ambiguity, heterochronicity of the development of the group subject.

First, the process of differentiation, as it was already emphasized, has bidirectional character, can «work» as for the blessing of integration of the group subject, so for its decomposition. To what process it will aspire it depends on character of contradictions available the group subject and on the social situation of ability to live.

Secondly, the processes of integration – differentiation – decompositions simultaneously both assume and deny each other. Therefore their ratio is ambiguous. The given processes not simply constantly replace each other as dominating, but also proceed simultaneously and are interconnected, mentioning, however, thus different spheres of ability to live of the group subject and various components of its structure – both psychosocial, and socially-psychological. So, for example, increase of unity and organization of a microgroup (integration) can be accompanied by alienation from it the others microgroups or separate participants of the group (decomposition); hierarchization of the system of values and norms in the structure of such substructure of psychology of the group subject as its orientation (differentiation) can be combined with the strengthening of its emotional unity expressed in the similar positive relation and acceptance by all or the majority of members of the group of these norms and values (integration).

It is possible to speak about coexistence of discussed processes also considering the different levels of activity of the group subject. For example, in a situation of intergroup competition of the student's groups inside the faculty differentiability-integrativity tendencies at an intragroup level (specialization and reorganization of communications between the parts of the group promotes the increase of its efficiency and integrity, raising chances of a victory) and differentiability-disintegration tendencies at an intergroup level (allocation of the given group from the basic collective breaking the communications with other groups, loss of psychological unity with them) can simultaneously take place. In a situation of interfaculty competition the orientation of these tendencies can change, but they will simultaneously prove themselves. In this case at an intragroup level the differentiability-disintegration tendencies will already operate (it is necessary to allocate the representatives from the group to a faculty command, they should «drop out» from the group context for some time to adjust the communications with the members of the command – the representatives of other groups of faculty), and at an intergroup level the differentiability-integrativity tendencies will prevail (the psychological alienation from other faculties will occur, the meaning of the difference of own faculty from them and the psychological unity of the faculty will simultaneously increase which is a fan of the team at interfaculty competitions).



Character, levels and stages of development of the group subject.

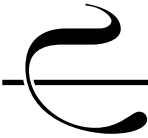
The interrelation and simultaneous display of integrative – differential – disintegrative tendencies in concrete mechanisms of development of the group subject (less often in their harmonious ratio, more often – in the form of prevalence of one of them in the certain sphere of ability to live or their mutual change as dominating) cause a non-uniform, «pulsing» character of this development. It is not usually a consecutive promotion from the lowest level to the supreme one. The partial regressive transformations can be in it, that was found out in the A.L. Zhuravlyov's, A.G. Kirpichnik's, R.S. Nemo's, L.I. Umansky's researches of school classes, student groups, work collectives. Alongside with progressive or regressively focused qualitative changes in the development of the group subject the stops at this or that stage or a level are possible too. These stops are very important, as they allow to keep the reached and to expand the potentials of group growth [12, 16, 22]. Non-uniformity and heterochronicity of the development of the group subject is also expressed so that one stages require a longer time interval than others. Rates of transition from a stage to a stage also can differ. One components of psycho-social structure of the group subject can advance the others though during the following period of time the «leadership» in development can already pass to others.

In research of process of group development we share A.L. Zhuravlyov's position about the expediency of its two-scheduled analysis: by levels and by stages [12]. This idea is represented productive because, first, it precisely brings a the question of distinction of concepts «a level of development» and «a stage of development» (for a long time many researchers did not pay attention to distinctions between them and frequently identified them), secondly, it allows to open a picture of group dynamics more perfect.

We shall understand the certain quantitative and qualitative ratio of social-psychological characteristics of group as a level of group development. A stage of group development is a certain period in development of the group that has the qualitative features in comparison with the other periods of its abilities to live caused prevailing in this period of time internal and / or external contradictions, a characteristic orientation of mechanisms of development (integrative, disintegrative) and their ratio, and also a specific social situation of ability to live of the group. In particular, the certain stage of development of group is expressed in qualitative features of display of its subjection.

In our opinion, the displays of group subjection can have the general and especial character. In the first case the offered by A.L. Zhuravlyov the typological approach is realized. Three types of group subjection are designated in it, each of which can dominate at this or that stage of development: potential subjection, real subjection, reflexing subjection [10, etc.]. The special displays of the group subjection can be allocated by the analysis of the characteristics staticized in separate spheres of ability to live of the group (joint activity, intercourse, mutual relations\*, cognition and so forth). As the

\* After G.M. Andreeva [2], we consider dialogue and mutual relations as independent forms of group activity, though, certainly, and interconnected with each other. From here follows, that in each of them subjectivity groups has the specific displays, it is characterized by various properties.



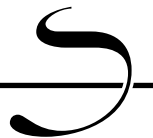
group can show its subjection in one or at once in several spheres (and in the latter case in a different degree), it causes its qualitative features in a certain interval of time and marks this or that stage of its development. For example, the domination of the group subjection in the sphere of dialogue deduces such its properties as communicativity, socially-perceptive unity, etc. on the foreground, and the prevalence of the group subjection in sphere of joint activity – purposefulness, organization, a coordination, etc.

The stage and the level of development of the group subject do not coincide, though it is reasonable to assume the certain communications between them. As A.L. Zhuravlyov notices, the development of group on stages automatically does not repeat its development on levels. At approach of the next stage in development of the group subject the level of this development can change (and it is not obligatory to raise, but also to go down) or in general to remain former. On the other hand, the level of development of the group subject can be considered as one of the moments of a concrete stage. Therefore it is possible to expect changes in a level of development of the group subject in borders of the same stage.

Untill now the Russian social psychologists have no clearness in the question of interrelation between levels and stages of the development of small group. The various points of view – as identifying the development by levels and stage-by-stage development (A.G. Kirpichnik, A.V. Petrovsky, L.I. Umansky, etc.) as differentiating them (K.M. Gaidar, A.L. Zhuravlyov, etc.) are expressed.

Let's refer to the materials of our own research in which basis the A.L. Zhuravlyov's idea about the two-scheduled analysis of development of group laid. It has been carried out on a material of students groups of the Voronezh state university [7]. Having lead a longitudinal research of the same groups during their training in high school (from I to V year), we have revealed the following sequence and the maintenance of their stage-by-stage development: the domination of group subjection in sphere of intercourse; the domination of group subjection in sphere of mutual relations; the simultaneous display of group subjection in intercourse and joint activity; the display of group subjection in spheres of intercourse, activity and mutual relations in an equal measure; the simultaneous display of group subjection in spheres of intercourse and mutual relations; the domination of group subjection in sphere of intercourse; the termination of existence of group as a subject (weak expressiveness of all displays of its subjection). «Pulsing» character of level development of students groups has simultaneously been established. They begin their way in a high school with high or an average level of development (an autonomy or cooperation, according to L.I. Umansky's parametrical concept), and finish on low one (association).

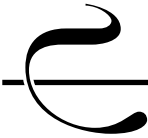
The three-factorial dispersive analysis has allowed to reveal a degree of influence on a level of development of the students group being at a certain stage, each of its three displays of subjection and their combinations. The investigated factors of in decreasing order of rendered influence settle down in such a way: intercourse; mutual relations; intercourse and mutual relations; intercourse and activity; intercourse, activity and mutual relations; mutual relations and activity.



We reveal interrelation between stage-by-stage and on levels development of students group. The stages of development when its subjection is shown mainly in sphere of intercourse or simultaneously in spheres of intercourse and joint activity, are connected with increase of a level of development up to average or high. Thus a level is the higher the more brightly the given displays of subjection are expressed. At those stages of ability to live when the subjection of students group is shown in spheres of mutual relations and dialogue, the level of its development decreases to average or low. We shall notice, that it takes place even at obviously expressed displays subjection groups. The level of development of group at a stage when all its displays of subjection are generated in an equal measure, is in direct dependence on a degree of this formativity. The combination of displays of subjection of students group in sphere of mutual relations and activity influences a level of its development slightly. At last, only activity display of its subjection does not render on it any influence at all.

In our later research lead on the basis of some faculties of the Voronezh and Kursk state universities the dynamics of types of group subjection was studying. The expressed tendency to increase of subjection from I to IV year and sharp decrease on V year that marks itself the disintegration of students group. The dominating type of subjection varies in following sequence: potential subjection on I and II years, real subjection on III year, reflexing subjection on IV year and potential subjection on V year. Thus the most considerable part of students groups is characterized by an average level of dominating type of subjection. The obtained data force to assume, that the dynamics of dominating over students groups type of subjection is connected with features of a social situation of their ability to live. The given assumption requires the subsequent empirical check. However we find the bases in materials already available for such assumption. So, comparison of groups of two different faculties of the same (second) curriculum within the limits of one high school has shown the following distinctions in their subject development. At one faculty of 2/3 of surveyed groups distinguished prevalence of type of potential subjection, and 1/3 – reflexing one. At the second faculty at 2/3 of groups the type of potential subjection dominated, while at 1/3 – real subjection. The lead analysis has revealed the precise distinctions in a social situation of ability to live of educational groups of two faculties, as the specificity of principles of acquisition of groups, the organization of educational process, a level of claims of students, their professional orientation, etc.

As to interrelation between stage-by-stage and by levels development of groups we can say that in that case when we considered a stage of group development from positions of the typological approach, that is connected it with domination during the certain period of existence of group of its this or that type of subjection, we have obtained the data not allowing to draw a unequivocal conclusion on presence or absence of required connection. Most likely, the additional profound research, including providing perfection of methodical toolkit which will allow to open more full a picture of complex connection by turns levels and stage-by-stage development of the group subject, carrying, probably, nonlinear character here is required.



In conclusion of the article we shall put, probably, the most complicated question. What are the reasons of «movement» of the group subject on levels and stages of development in the course of its ability to live? Searches of the answer to it force us to address to a theme of sources and mechanisms of group development again. It is obvious, that transition of the group subject from one level of development to another is determined by occurrence and the settlement of various internal and external contradictions in the group. In fact during their settlement the quantitative and – the most important – qualitative changes of socially-psychological characteristics of group occur that other level of its development leads to occurrence the new integrative properties, marking itself another level of its development and necessarily the higher one.

In such a complex system as social group, some contradictions simultaneously can be shown, and the configuration of mechanisms of development does not remain stable, on the contrary, it constantly change, and first of all these changes touches the formal-dynamics features of the mechanisms, that is their orientation (integrative, differential, disintegrative). Besides in different spheres of group ability to live during the same period of time the unequal combinations of these mechanisms can take place, that can be connected with their specificity of the contradictions found out. All this also causes the certain «figure» of development of the group subject, representing as a matter of fact the change of levels. It is possible to assume, that the differential-integrative character of mechanisms of group development will be combined with increase of its level, and the differential-disintegrative – with its downturn. If the stop on this or that level of development is fixed, the reason of it can be as difficulties in the settlement of the concrete contradiction (that demands accumulation of additional potentials of development), or too slow settlement when transition of quantitative changes into qualitative is tightened.

As to the stage-by-stage development of group consisting in our understanding in change of qualitative features of its display of subjection – at its substantial-subject specificity of this line of group development – the logic of process remains the same. In a basis of development of the group subject on stages the interval contradiction, the certain orientation of mechanisms of development (integrative, disintegrative) and their ratio, and also a specific social situation of ability to live of group lay prevailing in concrete. For example, developed during the concrete period of existence of the students group the social situation of its ability to live has led to statement of a task of rendering assistance to children's home. It staticized some contradictions (between the given task and other interests of group; between the various opinions expressing in group, on how it is better to organize the help to children's home; between the several microgroups applying for a role of leaders in this situation; between high claims of group on the successful decision of the given task and expectations of its success in educational activity from dean's office, etc.). Depending on what contradiction becomes dominating, formally-dynamic characteristic of the processes of group development will be shown differently in different spheres of ability to live of group and differently paint a course of the settlement of the contradiction. It, in its

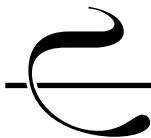


turn, can lead to that position that one type of group subjection becomes prevailing, for example, the type of real subjection, and other types will borrow the minor position. Qualitative displays of group subjection can be shown, in particular, as in sphere of joint activity, as in sphere of intercourse, or simultaneously in both these spheres. All this in aggregate also will determine the certain stage of development of the group subject.

So, theoretical research of development of the group subject by means of the analysis of set of such aspects as sources, determination, mechanisms, character of development of the group subject, the interrelation between its development by turns levels and stage-by-stage development allows to construct the model of the given process. Its empirical substantiation makes one of the prospects of studying the psychology of the group subject.

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