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CONTENTS

<i>Our authors</i>	4
<i>Anniversaries</i>	5
<i>Personal Psychology</i>	
Shkuratova I.P., Tepina M.N. Emotional self-disclosure of men and women in the process of interaction with different partners	7
Sokolova E.V. The system approach to psychological intervention of mental development in early dysontogenesys.	15
<i>Family Psychology</i>	
Rean A.A. The family is the most important factor of social deviation.	21
<i>Juridical Psychology</i>	
Engalitchev V.F, Ujaninova A.L. Reverting to the problem of forensic and psychological expertise of moral injury	25
<i>The young scholars</i>	
Egorov D.V. Psychological components of semantic self-realization of students-psychologists in context of different professional prospects.	33
Kolesina K. The principles of integrated competence -centered project activity program design for senior pupils	36
Osipyan N. Individual preconditions for behavioral risk of juvenile group offenders	39
Solovieva G.V. Form the semantically-life strategies of a personality	41
Stupakov V. I. Technological peculiarities of the development of a semantic sphere of students as a component of reforming education	44
Sufianov V.V. Educational midst as a condition of the development a system of relations "subject-midst"	46
<i>Fourth congress of Russian Psychological Society</i>	49
<i>Information on the order of presentation of publication</i>	62



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Anniversaries



The eminent scholar and the organizer of psychological science, the member of editorial council of our journal and the Corresponding Member of the Russian Academy of Education, professor A.A. Rean is 50 years old!

Dear Arthur Aleksandrovich!

Let us congratulate You on the jubilee on behalf of the editors and readers of «Russian Psychological Journal». Your professional and public work has always been devoted to the welfare of the domestic psychological science. You have not only significantly contributed to the development of pedagogical (educational) psychology, personality psychology, asocial and delinquent behaviour psychology, aggression psychology, psychology of socialization and social adaptation of a person, but you are also one of the founders of a new scientific trend – social pedagogical psychology. Your knowledge, teaching experience and tact have allowed your numerous followers to find their own way in psychology and to take a worthy place in it. Your managerial abilities, directed to creation of scientific-applied projects and programs, carrying out international and All-Russian conferences, have assisted in integration of psychologists in the process of present-day problems solving.

Your work has been highly appreciated and marked by public and professional community, including G.I. Chelpanov's medal (1st degree).

The editors of «Russian Psychological Journal» congratulate You, Arthur Aleksandrovich, on the jubilee and wish You to have the further creative success, followers and associates devoted to your cause.





Shkuratova I.P., Tepina M.N.

Emotional self-disclosure of men and women in the process of interaction with different partners

The article is devoted to a problem of emotional self-disclosure insufficiently studied in domestic psychology. Authors examine the cultural instructions existing in regard to expression of emotions by males and females. In the empirical part of the article the authors analyze emotional self-disclosing of men and women in the process of interaction with different partners, and also their attitude to emotional self-disclosing of their own and other's.

Key words: emotional self-disclosure; gender behaviour stereotypes; cultural traditions of expression of emotions; positive and negative emotions; social feelings.

Success of any human interaction depends on their ability to express the emotions correctly and on their skills to read out emotions of partners of interaction. In this respect the recent interest to the concept of emotional intelligence, which is understood as ability of identification, understanding of emotions and managing them has been increasing [2]. And one of the key moments in this concept belongs to the human ability to adequately express their emotional state. In a definite situation of interaction people can be interested in a real expression of their feelings, in their diminishing or concealment, and also in their exaggeration. Moreover, expression of emotions is mostly subordinated to wider purposes of interaction.

Expression of emotions in a certain moment of time provides the information of a different level of generalization: about the momentary attitude to the event taking place; about emotional background of behaviour of the person during the certain interaction with other people; about the individual's steady emotional attitudes (pessimism – optimism). Emotions can be connected to an estimation of the partner, or self, or an object of the joint activity if this communication is business-like. These pieces of information overlap and combine, creating a final result of self-disclosure of emotions.

Expression of emotions is determined by a great number of factors, which as a whole can determine behaviour of the person in a definite situation. At the same time the behaviour of the person is predictable enough. People rather precisely predict emotional reactions of their relatives and acquaintances due to the fact that emotional behaviour of the person is stereotypic enough from both the point of view of its contents and the form of emotional display.



V.V. Boyko has offered a concept «a stereotype of emotional behaviour», which he understands as «an aggregate of steady characteristics of emotions (reactions and conditions) with which the person mostly answers to external and internal influences significant for him according to his nature, health and education» [1, p. 64].

In the given paper we limit ourselves to consideration of a verbal component of expression of emotions, namely, emotional self-disclosure which we understand as disclosing of emotions and feelings by the person through speech. Emotional self-disclosing has been studied as one of the aspects of self-disclosure of the personality, alongside with disclosing of opinions, attitudes and other aspects of individuality, but in domestic psychology it is being investigated as an independent phenomenon for the first time. It is the deepest and intimate form of self-disclosure as it provides access to the personal inner life.

Emotional self-disclosing can be studied through the following characteristics: depth (detail and completeness of the disclosing feelings), breadth (a variety of the disclosing feelings), selectivity (an ability of the person to vary the contents and the volume of emotional self-disclosure in the process of interaction with different people), emotionality (an emotional saturation of the message), sign (a ratio of self-disclosure of positive and negative emotions).

Disclosing of the feelings and emotional experiences is very important for the person as it helps his mental health, renders the means of self-regulation, and allows to establish and maintain close relations with other people. In order to express the feelings, the person should be able to reflex and identify his own emotions, and also learn how to express them, keeping the cultural traditions of the society he belongs to.

The following factors are considered as main determinants of emotional self-expression of a person in the foreign and domestic literature: the cultural prescriptions existing in socio-cultural environment in which the person was brought up; social-demographic characteristics of the subject of self-disclosure (gender, age, social status, nationality, and profession); personal features (values and motivation, features of self-regulation, communicative features of the person and so forth); the character of relations with the recipient.

Speaking about cultural traditions, A. Megrabyan stresses that in the western society there is «a situation at which «socially unacceptable feelings» should be expressed in behaviour, not in speech, and should not be «officially» accepted as a part of the communication of the person: we learn to express great number of feelings in these roundabout ways in order to avoid accusations in infringement of public norms» [6, p. 228].

The open display of feelings, especially negative ones, is not encouraged in most cultures. It is connected with the fact that the society protects itself by such a prohibition from destructive actions of its members connected with too strong or untimely expression of the feelings. However, there are intercultural distinctions in open expression of different emotions.



According to data of D. Matsumoto, who carried out a great number of the cross-cultural researches devoted to expression and recognition of emotions, the Japanese are more inclined to conceal negative emotions, than the Americans who easily show discontent and other negative emotions [5].

A.A. Gorbakov found out that in the Polish society the dominating norm orders to share sorrows rather than pleasures, anxieties rather than hopes. The complaints about misfortune are the usual thing whereas it is accepted to abstain («modesty») from advertising their own progresses («boasting») [3]. The similar attitudes seem to be typical for Russians, too. The author concludes that in the Polish society there is a negative-asymmetric emotional-expressive normative system in contrast to positive-asymmetric one, which is characteristic for the USA.

There is plenty of literature devoted to cultural distinctions in display of emotions. The fact that northern peoples are less expressive than southern in display of their emotions, is generally accepted [2; 5].

Distinctions concern not only nonverbal behaviour, but also the verbal description of the feelings. The American researchers have found out that well-adapted Chinese differ a little from the European Americans in the description of their emotions, whereas Chinese emigrants who have recently arrived in the USA give more somatic terms in their descriptions. It indicates that cultural prescriptions of the residential country dominate as for influence on self-disclosure of emotions [8].

The gender of the self-disclosing subject plays rather substantial role in social expectations concerning emotional expressions. In all cultures there are different standards for expressing emotions by male and female individuals. For instance, in all cultures boys and men are prescribed not to express fear and sadness and girls and women should not display their anger [2; 4]. In the process of upbringing males are demanded to be more restrained in display of any emotions, especially such emotions as fear, anxiety and sadness, that is why a lot of men are not able to express these emotions adequately, which leads them to somatic diseases, and also to wrong interpretation of their behavioural reactions by people around them. Such problem exists for women as well, but in this case it based on a prohibition of anger expression.

According to data of L. Brody and J. Hell, starting with infancy parents develop ability to express their feelings with girls to a greater extent unlike with boys [7]. They more often discuss emotions with daughters, than with sons (except for negative emotions); use a large scale of emotional words speaking to daughters; show them a wider spectrum of emotions; more often smile to them; and respond them more emotionally. As a result these lead to better developed emotional expression in girls and women both in verbal, and in nonverbal fields.

The analysis of the data about a degree of negative emotions experience by male and female representatives, made by E.P. Iljin, has revealed the following [4]. In the course of the first life-years there are no differences in frequency and duration of expression of anger between boys and girls, but some years later these parameters are increasing



with boys and decreasing with girls. E. Maccoby and his colleagues, who have found out this tendency, explain it by the fact that girls are afraid of punishment for display of aggression whereas boys are forgiven for it more readily [4].

The majority of researchers agree to the fact that women display their emotions more plainly than men do; these differences are especially considerable concerning emotions of fear and sadness. Women display their feelings in the process of interaction particularly obviously [2]. Social-psychological characteristics of a personality such as affiliative behavior, ability to empathy, approval requirement make an important contribution to number of personal features influencing expression of emotions and their perception by the interlocutor.

The analysis of foreign sources shows ambiguous character of influence of a gender on inclination to self-disclosure of different emotions; in domestic psychology the given problem has not become a subject of special research yet. It has impelled us to study features of emotional self-disclosure of men and women in the process of interpersonal interaction.

We have formulated the following empirical problems of our research:

- 1) to study the attitude of men and women to emotional self-disclosure of their own and other's;
- 2) to carry out the comparative analysis of emotional self-disclosure of men and women in the process of interaction with different partners;
- 3) to carry out the comparative analysis of self-disclosure of positive and negative emotions of men and women.

We have advanced hypotheses that women have a greater aspiration to emotional self-disclosure of their own and other's, than men; and the largest size of self-disclosure both positive and negative emotions can be observed in the process of interaction with partners from family and friendly surroundings.

We have worked out a questionnaire, which includes 72 questions, divided into 9 scales («family traditions», «emotionality», «potential emotional self-disclosure», «true emotional self-disclosure», «functions of emotional self-disclosure», «attitude to emotional self-disclosure of other's», «choice of a partner», «sincerity», «language difficulties of emotional self-disclosure») for revealing the attitude emotional self-disclosure of their own and other's.

We have used the test «Diagnostics of emotional self-disclosure» (DESD), worked out by I.P. Shkuratova on the basis of the method of J. Kelly's repertory lattices, for diagnostics of self-disclosure of personal positive and negative feelings in the process of interaction with different partners. The list with 7 positive feelings (joy, surprise, hope, love, sympathy, pride, gratitude) and 7 negative feelings (anxiety, jealousy, insult, envy, feeling of fault, shame, anger) has been offered respondents. Every respondent should estimate the completeness of his telling to people from the nearest surroundings (parents, the best friend-man and friend-woman, colleague-man and colleague-woman have been referred to this group) about the feelings. Thus, the examinee should fill in the table, lines in which correspond to the above-listed emo-



tions, and columns – to the interlocutors. The respondent should choose one of the following variants of answers:

2 points – «I tell the given person about this feeling completely and sincerely»;

1 point – «I tell in a general form and not everything»;

0 point – «I never tell the given person about this feeling»;

X point – «I hide this feeling from the given person or tell a lie».

The examinee should also estimate frequency of his having the feeling. It has been stipulated in the instruction that he can have these feelings to the object of self-disclosure, to other people or to events of his life.

Students of the Rostov Construction University (20 men and 30 women) aged from 20 till 25 years old, and also students of correspondence department of psychological faculty (50 men and 45 women) aged from 22 till 30 years old have taken part in the research.

Results and the discussion

The analysis of the data received with the help of the questionnaire has allowed to reveal both similarity, and distinctions in emotional self-disclosure between men and women. The total values of the questionnaire scales have not shown reliable distinctions between genders, however, the comparison of answers of men and women to some individual questions has allowed to find out the essential divergences.

Concerning family traditions of self-disclosure the majority of men has noted the fact that parents did not encourage their talking about feelings and scolded them, when they expressed their negative emotions. As for women, two third of them have admitted that they were scolded for display of negative emotions, but at the same time practically all of them denied that their parents did not like when they had admitted their fears and insults. Practically all women have noted that they easily give way to emotions, remember insults over a long period of time, badly restrain their emotions, are inclined to fast change of mood, feel fault over a long period of time. These show the high level of emotionality of females. Men estimate themselves under these characteristics substantially smaller that corresponds to the gender stereotype of men.

The potential self-disclosure by which we mean the readiness and desire of people to tell others about themselves is also more typical for women. Men admit that they do not always succeed in disclosing their experiences and that it is difficult for them to tell others about their feelings. The scale «true emotional self-disclosure» confirms this tendency. 66 men out of 70 and only 14 women out of the same number of examinees prefer not to speak about their experiences to relatives and friends. Both men (53 persons), and women (60 persons) share their joy with pleasure. Everyone prefer, when there is a feeling of sadness to distract them (to see a film, to read). The majority of men and women understand the significance of emotional self-disclosing for regulation of interpersonal relations, self-regulation, the better comprehension of their own feelings correctly. And at the same time men regret for their frankness more often than women (19 against 5).



Women are much more open for self-disclosure of other's. Almost all women (57 persons) have noted that they have got used to that fact that all relatives share their experiences with them. And only 4 persons among men think so. Almost all men (60 persons) have pointed out that fact that they do not like when friends or relatives tell them about their feelings, and the same opinion have only 9 persons among women. 59 women and 34 men ask their friends and relatives about their feelings themselves. These data show the obvious unwillingness of men to be a target of emotional self-disclosure.

As for a choice of a target of self-disclosure young men and women are unanimous enough. They prefer to tell friends and relatives of the same sex about their feelings much more than parents or persons who are older. Only a few persons are ready to tell a casual fellow traveller about their feelings. Many of the women (62 persons) would prefer to state their feelings on pages of their personal diaries than to tell some close people, and only 10 persons among men accept such a way of self-disclosure.

All subjects admit that fact that they have to be insincere expressing their feelings. Women note that sometimes they express surprise though they do not feel it (65 persons), and exaggerate their joy or gratitude (61 persons). And, accordingly, only 9 and 5 persons among men have admitted such distortions. But all of them permit themselves to express their feelings in the company of friends and in their family more naturally.

As we suppose men have difficulties of feelings expression more often: it is difficult for them to choose words, they try to describe their feelings without going into details. Women use metaphors describing their feelings more often, and both men, and women use youth slang. It is easier for women to describe their feelings in written form.

We have collected data with the help of the test «Diagnostics of emotional self-disclosure» (DESD) for more detailed analysis of features of emotional self-disclosing of men and women in the process of interaction with different partners. The sample consisted of 65 men and 75 women. Individual matrixes of men and women have been summarized by overlapping, and as a result we have received the summary matrix of the data submitted in table 1.

Table 1.
Self-disclosure of emotions of men and women in interaction
with different partners

	Mother		Father		The best friend-man		The best friend-woman		Colleague-man		Colleague-woman		Average value	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Joy	106	129	90	115	111	102	81	119	66	59	51	79	7,7	8,0
Hope	94	127	70	101	86	89	67	86	47	55	39	49	6,2	6,7
Love	72	92	49	68	65	58	48	90	26	24	20	38	4,3	4,9



Sympathy	97	112	68	92	94	85	78	65	57	57	48	71	6,8	6,4
Pride	84	122	72	109	79	92	61	86	55	51	50	61	6,1	6,9
Gratitude	110	138	85	123	104	109	71	108	64	74	57	88	7,5	8,5
Surprise	78	117	68	96	85	94	57	107	53	57	36	72	5,8	7,2
Anxiety	69	104	57	77	73	66	47	85	47	27	29	39	4,9	5,3
Insult	64	97	42	72	67	75	45	86	25	20	21	33	4,1	5,1
Envy	22	48	14	36	24	29	18	30	10	5	6	10	1,1	2,1
Feeling of fault	67	87	54	64	67	57	50	71	34	16	29	26	4,6	4,2
Shame	47	70	37	55	54	42	43	47	18	16	17	21	3,3	3,3
Anger	61	101	60	88	76	73	55	83	38	22	26	41	4,8	5,4
Jealousy	17	21	10	21	41	27	31	64	9	6	8	16	1,7	2,1
Average value	15	18	12	15	15,7	13	11,5	15	8,4	6,5	6,7	8,5		

The average values in the lines and columns have been received by dividing sums by the number of examinees in groups of men and women.

The analysis of self-disclosure of positive and negative emotions of men and women in the process of communication with different partners has shown that the greatest volume of emotional self-disclosure is observed in the process of interaction with the very closest people. The maximum value of self-disclosure of women is directed to the mother, the friend-woman and the father, and the maximum value of self-disclosure of men is directed to the mother, the friend-man and the father. The closest friends of the opposite sex take the next place with a minor difference in values. Predictably, the level of emotional self-disclosure is appreciably lower in the process of interaction with colleagues, than in family and friendly surrounding. It allows us to draw a conclusion that the degree of intimacy and trust of relations between people influences on the volume of emotional self-disclosure of the person with regard to the other definite person.

The analysis of emotions of self-disclosure has shown that the greatest values are observed concerning positive emotions. Joy, gratitude, and sympathy take the first place in the volume of expression. It can be explained with the fact that everybody tries to create an image of a pleasant attentive person, entering into relations with surrounding people. The feeling of love takes the last place among positive emotions in frequency of self-disclosure. This feeling has too intimate character, and respondents dare not always talk about it to people around them. The feeling of love to somebody is more often talked about to mother, and also to close friends.

Respondents prefer to tell mother, the best friend-man (friend-woman) about their hopes. Pride is connected to achievements of people, to events raising their self-esteem that is why the youth more often display it in relation to people from whom it is important to meet with approval, to gain authority (parents, friends).

Respondents display self-disclosure of negative emotions mainly in the process



of interaction with the best friends, mother. It makes the communication with close people more disputed and emotionally saturated. The anger, anxiety, insult take the first place in volume of self-disclosure. It is typical for women to express them in the process of interaction with persons of the same sex (the friend-woman, mother) more often, but men tell about them both to persons of the same, and the opposite sex. Envy and jealousy are the most covered feelings which are discussed only in the process of communication with the closest people. Only a few persons from the interrogated examinees discuss these feelings with colleagues. People avoid admitting these feelings because they are considered socially condemned. Surrounding people are not inclined to share this feeling with the person who admits them. It is necessary to note that self-disclosure of women almost in all emotions is higher than self-disclosure of men.

The carried out analysis has shown that women are more focused on emotional self-disclosure both their own and other's; they control skills of displaying their feelings better. Emotional self-disclosure is non-uniform concerning different feelings and interlocutors. Men and women disclose their positive feelings more completely in comparison with negative ones in accordance with cultural traditions. As it can be seen by the example of envy and jealousy, the more feeling is condemned the more it is covered by the person. The highest level of emotional self-disclosure both men, and women is directed to the members of their family and friends, that sometimes raises a negative emotional background of friendly and family relations. On the whole, the received data correspond to the results received by the foreign researchers of the given problem.

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Sokolova E.V.

The system approach to psychological intervention of mental development in early dysontogenesys.

This article describes the results of the experimental studies of possibilities of psychological interventions and support of mentally retarded children. The author pays attention to the analysis and the systematization of the experience in psychoeducational intervention and support organization for retarded children. The major point of this article is the cooperation of specialists and services (psychological, educational, medical, social etc.) in intervention organization. The article reports the issues of qualified personnel training and formation of adequate social attitude regarding to the disabled children.

Key words: mental retardation, developmental lagging, system intervention, psycho-educational (support), dysontogenesis, social situation of development, primary defect, secondary defect, direct and indirect psychotherapy, body-oriented therapy, abilitation.

In connection with the growing of the numbers of children with mental retardation it appears that raising of urgency of differentiation and individualization of the process of teaching and upbringing retarded children, their intervention in early ontogenesis, and their adaptation to the modern society.

In the middle of 1990s years the approaches to psychological and educational support of mentally retarded children service realization started due to development of psychological service in Russia. The numbers of papers which claimed to be the scientific base for this service appeared in that period. (Dubrovina I., 1988, 1991, 1995, 1998; Abramova G., 1993, 1998; Markova A., 1993; Ovcharova R., 1993, 1996, 1998; Rogov E., 1995, 1998; Kazakova E., 1998; Shipizina L., 2005 and etc.) In some papers organization aspects of rendering of practical service to disabled children including children with mental retardation are considered. (Zabramnaya S., 1985, 1988, 1990; Kumarina G., 1990, 1991; Zascherinskaya O., 1995; Yamburg E., 1997; Mamaychuk I., Ilina M., 2004 and etc.) The researches revealed the fact that there is no possibility today to provide the system approach to intervention and support for all retarded children and participants of educational process. They also showed that the principals of efficient intervention and support (which are continuity, individuality, autonomy, complexity, systematic of organization and including all school subjects) often are not followed.

Although the problem of special study were formed only in 1960s years, there were a lot of significant scientific information about the children with mental retardation collected in Russian psychology. It should be mentioned, that gathered information concerned mostly children of 7-9 years old and toddlers. It is also significant that most researchers limited their tasks to a description of clinic and neuropsychologi-



cal aspects of disorders. Besides the lack of the concrete organizational, methodical papers and practical recommendations for organization of composite educational and psychological support in early ontogenesis is observed. There are also some difficulties with embedding theoretical elaborations in practical work and the lack of materials about the possibilities of integrating retarded children into general educational institutions.

Hence the problem of organization of the system intervention and timely overcoming of mental retardation before sensitive stages are missed and secondary social defects appear becomes extremely actual.

In our research we made an attempt to create a theoretic and a practical base for the system intervention support of the children with mental retardation in child institutions. The object of the research was the personality and its development in dysontogenesis. The subject of research was the organization of the system intervention of the personal development in dysontogenesis. The aims of the research were to define scientific founds, to develop and to approve the system intervention and support in dysontogenesis. According with the aims of our research we suggest a hypothesis that the system intervention is optimal condition for children with mental retardation for overcoming the developmental lagging and to reduce the risks of disadaptation in school society.

We claim the system intervention as the complex of methods and means of specifically organized psychological and educational impacts which include the methods of formation of lacking mental functions, the methods of interventions, the methods of psychotherapy and simultaneous optimization of social situation of development. The methods of intervention of mental retardation in early dysontogenesis include a direct and an indirect psychotherapy, individual and group approaches to development and intervention of both cognitive and personal systems and development of child's subjectivity in the context of age-related activity. Within the bounds of the described method we found it effective to use indirect body-oriented therapy. To optimize the social situation of development it is necessary to create a particular developing and emotionally comfort environment, to include close child's surrounding in the intervention, to harmonize interrelations in child-adult community.

Based on the aims of our research we posed the following tasks:

1. to develop a multilevel system of diagnosis and assessment of mental development in dysontogenesis;
2. to conduct a multilevel system analysis of developmental dynamic of retarded children in comparison with norm group;
3. to create and approbate the system of conditions and means of the system intervention including personal intervention to compensate the developmental lagging;
4. to study the influence of the system intervention and conditions of optimization of social situation of development which created on the base of specific groups



integrated in child institutions and to study the overcoming of developmental lagging and preventive measures on possible social disadaptation of retarded children;

5. to justify the necessity of timely system intervention and complex psychoeducational support of mentally retarded children on the base of specific integrated complex "kindergarten-school".

To control the hypothesis and to reach the aims of the research we planned and conducted the experimental investigation which was composite of main and additional parts and included the followings:

The first block (main experiment) included a practical study of specific of development of mental retarded children, evaluation of the influence of the system intervention and optimization of social situation of development in specific groups integrated in child institutions. It consisted of statement, formative and control experiments.

The second block (additional experiment) included a longitude research in the course of which the results of social adaptation of mentally retarded children who had received timely psychoeducational help in specific kindergarten groups were analyzed. The development and socialization of children of 7-16 years old who were claimed to be mental retarded in early childhood and to whom the assistance was not been rendered were studied. Also the specific of adaptation of mentally retarded children and their self-esteem and behavioral disorders as an attribute of secondary defects were studied. The longitude research data which we used for evaluation and analysis were gathered in 1995-2005 years.

The main parts of the process of the system intervention were claimed as following:

1. the multilevel system diagnosis of the essence of developmental detours, adequate and complex information about child's condition, prediction of his or her further development;
2. the elaboration of the plan of support of child development in which all necessary specialists and close child's surrounding are included;
3. the complex multifunctional developing and forming work with developmental lagged children;
4. the system intervention of child developmental lags;
5. the optimization of social situation of development in the context of differentiated integration of retarded children in general education schools, including child's close surrounding in the context of intervention.

In the bounds of this research we claim as main directions of the system intervention the following:

- the optimization of the social situation of development;
- the interventional and developing direction.

Firstly the optimization of social situation of development connected with optimization child's communications in social interrelations.

The second task was to amend in educational component that is the type of edu-



cational institute, the way of child's participation in different forms of extracurricular activities, types of pedagogical communication.

The third task is connected with changing of child's position in society. This task is solved in the process of differentiated integration of retarded children in general education institutes, when appears more productive way of self-esteem.

The fourth task is creation of a specific developing environment which creates conditions for realization of child's activity, developing of child's subjectivity in the context of age-related activity.

We also refer peculiarities of the professional and personal preparedness of an educational specialist to work with children, taking into accounts the parents' position and degree of their participation in the interventional process. The efficacy of interventional programs mostly depends on the time of their holding: the earlier a developmental lagging is revealed and interventional work starts the greater possibility of success in solving child's developmental problems. Thus the process of the system intervention appears as quite long.

The main aims of intervention include:

- the overcoming of developmental lagging, excluding all the sources of problems;
- preventive measures for behavioral disorders and problems of emotional development, reducing of the symptoms of developmental detours;
- intervention and development of cognitive, psychomotor, emotional and personal child's systems;
- preventive measures and intervention of social and psychological disadaptation in school age.

Making conclusions of the research we claim the following:

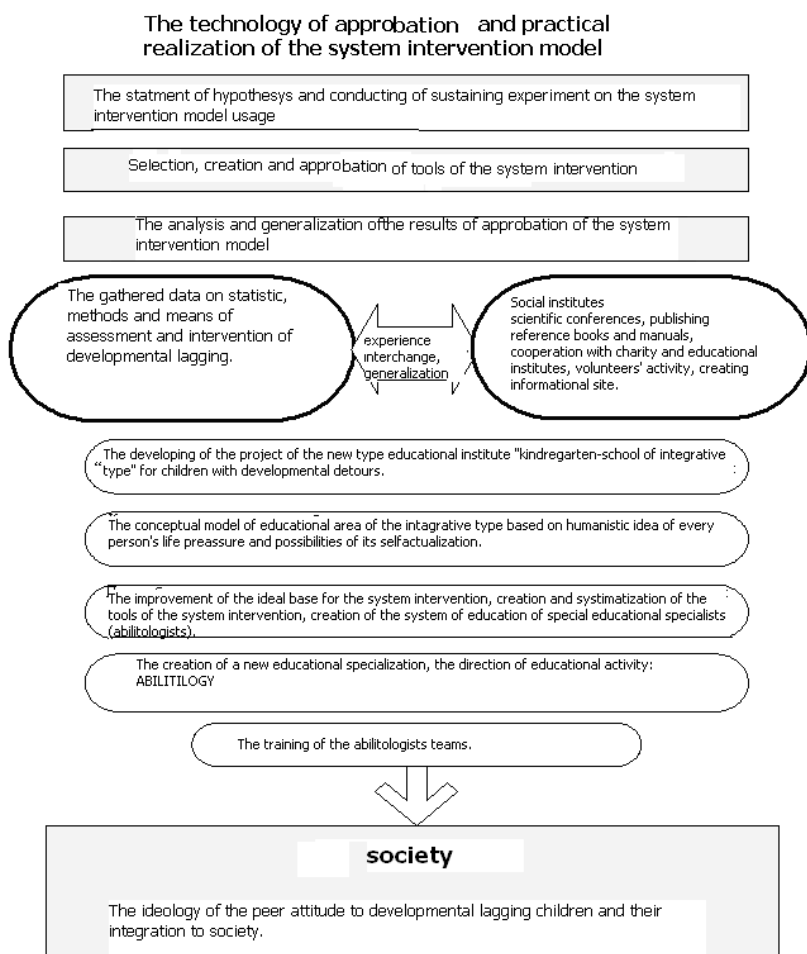
- the assumption that including child's close surrounding in interventional process and early intervention is the essential condition of optimization of mental development in dysontogenesis was proved;
- the acquisition of essential knowledge for retarded children of preschool age and forming their mental systems is possible only in the context of age-related activity and subject-to-subject interrelations in child-adult society which provide emotionally favorable environment;
- the system work with educational specialists and parents is necessary for forming subject-to-subject interrelations;
- the results of longitude research showed that children who received early psychoeducational support in specific groups integrated in general education kindergarten behaved themselves adaptively without revealing secondary defects;
- the integration of mentally retarded children in general education institutes where they could both interact with nondisabled peers and be included in specific intervention is essential condition for overcoming their defects.

We gathered the data of 1992-2005 years about specific integrated groups activity which shows that 62% of retarded children who attended these groups entered general



education schools; part of them could be penetrated in general education kindergarten groups; 20% children with severe mental retardation could enter special education school classes. Further retarded children's adaptation in school and their experience of toddler age show the stability of interventional effects.

Some directions of further scientific research on the system intervention are represented in the scheme:





The aims of further research we can claim as widening the categories of children who could be helped and changing the attitude of our society to disabled children. The positive results of intervention mentally retarded children of preschool age allows us to suppose that timely psychoeducational support could be provided to children with different defects and disorders by founding integrated educational institutes such as "kindergarten-school". We also claim that the groups of specially prepared educational specialists should be organized to support the system intervention process in integrated educational institutes.

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Family Psychology

Rean A.A.

The family is the most important factor of social deviation.

The family is the most important institution of personal socialization. It is the family where a person receives the first experience of social interaction. Over a period of several years it is the sole place where the child gets such experience. Then he faces such social institutions as kinder- garten, school, and street. However the family still remains the most important factor of personal socialization. The family can be considered as a model and a form of *basic vital training of personality*. The socialization arises from purposeful education, as well as from interpersonal learning. The process of interpersonal learning follows two main directions in its turn. On the one hand the person gains social experience through immediate interaction with parents, brothers and sisters; on the other hand the socialization is carried out with the help of observational learning of interpersonal interaction of other family members.

Traditionally the family is regarded as the institution which satisfies safety-security need. We would like to attract your attention to the possible destructive influence of the family upon personality development and a hazard factor of delinquent behavior and delinquent personality development. Families with alcoholism, drug addiction, antisocial values, antisocial behavior, and families with frequent conflicts, aggression and violence against child, emotional deprivation fall into a category of families with psychosocial disorders. A lot of families disorders correlate with delinquent behavior of adolescents which is confirmed by statistics data and test researches.

Social disorders of personality development have been connected to family structure disorders, that have been used in reference of incomplete family- the family with one parent (the most widespread –the lack of the father). The statistics data about adolescent crime collected all over the world strengthened this theory. Nevertheless they discovered a new tendency in the 1960s and 1970s. First of all the difference between complete and incomplete families for quantity of delinquent youth has gradually decreased, and then has disappeared. Presently they think that the main factor of negative family impact over personality development doesn't consist in structural, but in psychosocial family disorder. This is a global tendency.

It is necessary to underline that structural family deformation is extremely undesirable.

It contributes a lot in social personality deviation, especially if we do not reduce the range of deviations to delinquent behavior. Besides, researches show different



results of delinquency. For instance, according to one of Russian researches 50% of delinquent adolescents live in incomplete families. It means the second half has the complete family. But 70% of delinquent adolescents have the families with different manifestation of psychosocial deviations. (Korolev V.V.) Another researcher (Zabriantsii G.I.) has noted the same tendency, though the received figures vary: 39% of delinquent youth who were sentenced lived in complete families and 56% correspondingly in incomplete ones. Frankly speaking, we should take into account the number of incomplete and complete families in the society: there are less incomplete families. There is also evidence that can not be invoked in favor of this above-mentioned tendency. Thus, the data received in one of researches (Yliashenko A.N.) stipulate that 53% of criminal youths and 62% of criminal girls live in incomplete families (separated or even uncreated) In the control group of adolescents with prosocial outcomes, the number of adolescents from incomplete families correspondingly decreased in 2 or 2.5.

As a whole, when we speak about impact into antisocial development of adolescents and about structural and psychosocial deformation of the families, we should realize that they are not polar categories. The notion of psychosocial deformation is much larger than structural deformation. Psychosocial deformation is not unique to complete families but to the incomplete families as well. Though, probably, they are not equal.

The important mechanism of negative family influence on the personality development is the deviant family socialization. Antisocial values, standards and stereotypes can be assimilated through interpersonal learning and imitation if such values and standards predominate in the family. In compliance with the concept of interpersonal learning (Bandura A.), the socialization consists in adaptation of usual reactions, accepted in the close environment of the individual.

In the frame of this concept the antisocial behavior is considered as a result of specific social learning. In this case the origin and reinforcement of such behavior we should seek in early childhood; first it depends on how parents have brought up their child in first years of life and then later during his adolescence. The reinforcement of antisocial behavior follows three main directions: the frank declaration of antisocial standards and values emphasizing that is the only way to be successful, parents' criminal or antisocial behavior towards children., observational learning of deviant attitudes of real parents behavior even if they verbally declare prosocial values and behavior. The family matrix that trains youth in prosocial behavior doesn't only suggest the lack of reinforcement of antisocial behavior and punishment but it primarily consists in interpersonal learning of prosocial skills, constructive ways of problem solving and implementation of different personal motives. As it was established, the biggest difference between children with prosocial and delinquent behavior lies in the fact that the delinquent youths do not prefer patterns of destructive behavior; they simply do not know how to relate to people. So socialization it is the process of acquiring of knowledge and prosocial skills, it is bringing up of personal dispositions and attitudes that let react to the frustration in socially acceptable way.



The family transfers to the adolescent the patterns of problem solving and certain values.

The family with alcohol problems, for example, increases the probability of antisocial behavior and causes socio-pedagogical abandonment, development of infantile personal trait, neurotic disorders. Besides it reinforces the pattern of family interactions, creating immature personality using the alcohol or drugs if the situation becomes complicated. (Emeliantseva T.A.)

Other important mechanism of family influence on development of social deviations and antisocial behavior is emotional indifference to the child, rejection of his personality. There is a great number of researches that convincingly shows dependence between negative interactions in the system "parents-child", emotional deprivation and deviant personality development.

They have found out that if the child has negative relations with one or both parents, if the tendency of positive Self-esteem and Self-concept are not embodied in parents appraisal and if the child doesn't feel parents support and trusteeship, the possibility of delinquent, criminal behavior increases, it leads to rejection by peer group, the child uses aggressive behavior towards family members.

The main condition of effective socialization and prevention of deviant behavior is the development of affection, when the child seeks positive regard and appraisal of close environment, first of all of his parents. Then the affection reinforces the adaptation to social requirements and interdicts, that is to say prosocial behavior. We have to underline that one of the factors which play important role in development of deviant behavior, is not only interpersonal learning itself, but frustration emerging if the child doesn't get parents love and harsh and inconsistent discipline.

A significant body of researches suggests that aggressive and nonaggressive adolescents have different degree of parents attachment and intimacy. The aim of one of such researches (Bandura A., Walters R.) was to study particularities of identification of violent and nonviolent youths. They revealed that the parents' identification of nonaggressive youths is stronger than of aggressive ones. The degree of difference between two these groups was distinguished by mother and father's identification. The strongest difference exists in father's identification among aggressive and nonaggressive adolescents. The relevant difference of mother's identification is less significant. Mother's identification among aggressive and nonaggressive adolescents appears rather high and close to average group index.

The last fact can be explained, in our opinion, by exclusive role of mother in the system of affection and social attitudes of the adolescent. It is clear that the violation of mother's identification can't be discovered in any deviant behavior, but in very serious cases of personal development disorders. For example, the results of one of the researches (Rean A.A, Sannikova M. U.) provide evidence that the attitude to mother is the most positive in the system of relations with close environment (we have also studied the attitudes to father and peer group). We have found high correlations among lowering of positive attitude to the mother, increase of negative descriptors



(characteristics) used for mother's description and general negative attitude to all social relations. We predict that this fact is the fundamental phenomenon of total negativism (negativism of norms, phenomena and social objects) which is characteristic to people having negative attitude to their mothers. In the whole, negative attitude to the mother is the important indicator of unfortunate personal development.

Reverting to the title of the article, we'd like to emphasize that the family shouldn't be a factor of social personal deviations, it is to say eventually the factor of social disadaptation. On the contrary, the family should be a factor of effective personal socialization, the factor of social adaptation and personal success. But this aim requires a lot of efforts. The efforts must be applied by individuals, close environment, all the society and without fail by the state. Efforts should go into every kind of strengthening of family values in the society, diversified family support and social care of its development.



Juridical Psychology

Engalitchev V.F, Ujaninova A.L.

Reverting to the problem of forensic and psychological expertise of moral injury

This article examines possibilities of forensic and psychological expertise in civil cases of moral injury under trial. Its main subject is the psychological aspect of moral injury. The author describes the procedure of psychological expertise. Different viewpoints are stated and analyzed on above-mentioned problem.

***Key words:** moral injury, forensic and psychological expertise, mental damage, subject, jurisdiction and tasks of forensic and psychological expertise, degree of moral sufferings, cause and effect link.*

The institution of compensation of moral injury has been existing in Russian Law over 10 years. The number of cases of this category under trial is increasing each year. There is a lack of evidence, as a whys and wherefores of claims, along with it. That's why they make recourse to appointment of forensic psychological expertise (FPE) to solve this problem.

This expertise is wide-spread abroad. In our country it is a relatively new kind of expertise. The theory, methods and methodology of this direction is on the stage of development in connection with its "youth". In actual practice psychological experts lean upon different theoretic and methodological concepts, they create their own methods of a concrete expertise according to their notions of the subject and their professional possibilities. It causes experts' controversial conclusions about the same problems.

The necessity of examination of some difficult questions concerning the subject and procedure of forensic psychological expertise (FPE) in cases of compensation of moral injury determined the aim of this work.

The works by Engalitchev V.F. and Shipshin S.S. (1997), Romanov V.V. (1998) [6; p. 169-174], Nagaev V.V. (2000) [4; p. 239-252] have marked the beginning of elaboration of scientific, theoretical and methodological bases.

At the same time the results of the first monograph studies were published on this problem by Ujaninova A.L. (2000) [19] and by Holopova E. N. (2003) [13] In 2006 Kalinina A.N. has made the first dissertation research. [3]

The articles of Utehin S.V. and Ujanina A.V. [11], Holopova E.N. [12], [14], Kalinina A.N. [15], [16], [17], Saphouanov F. S., Haritonov N. K., Dozortseva E.G. [8] and others were



devoted to the psychological and combined expertise in cases of compensation of moral injury. As this problem lies in the field of different branches of science, the above-mentioned articles examined the legal, psychological, medical aspects of moral injury and possibilities of its expert assessment.

In the decision of Plenum of the Supreme Court of the Russian Federation "Some questions of law application of compensation of moral injury" of the 20 th of December 1994 № 10, they give the following definition of moral injury: The moral injury is moral or physical sufferings caused by activity or non-activity. It is encroachment on citizen's immaterial welfare (life, health, dignity, business reputation, personal immunity, personal or family secret and etc) that he possesses from his birthday or owing to law. It violates citizen's personal immaterial rights (copyright, right of using one's name or other immaterial rights according to Law of protection of intellectual activity results) or property right". [quoted by 18; p.223]

"The definition of contents of moral injury as sufferings means that acts of the offender must be reflected in victim's consciousness and provoke certain psychological reaction. Besides unfavorable changes of welfare protected by Law must be reflected in consciousness in form of negative sensations (physical sufferings) or emotional experience (moral sufferings). The contents of moral sufferings must be fear, shame or other unfavorable psychological state. It is clear that any illegitimate activity or non-activity is able to provoke moral sufferings of different degree and deprive completely or partially of psychological welfare. [18; p. 1].

In the law the notion of "moral injury" is the synonym of notions "physical and moral sufferings". In Russian the word "suffering" means physical or moral pain, torture, and the word "injury" means "damage" and "spoilage". Offender is the person who does damage with the criminal purpose.... and the person who inflicts injury consciously..."[5;p.798, 102]

The adjective "moral" is used in this context in its common sense: "concerned with consciousness, inner personality life" [5; p. 433]. The word "moral" is used by legislator as "internal, emotional" [5; p. 374]. So semantics of these notions, used in the law let describe this situation of interrelations, legislatively regulated, as a situation of conflict, as a situation in which person needs protection suffering from pain and torture, experiencing psychological damage as a result of violation of his legitimate rights.

The notion "suffering" is a part of psychological category apparatus.

The words "moral" and "ethical" have psychological meaning, used as definition of the term "moral injury". These notions are organically established in legislation norms, they are psychological by their semantics (they are special, illegitimate) they present psychological phenomena which are taken into consideration by these norms.

In opinion of Sahnova T. V. such circumstances are the objective reasons to appoint an expertise in case under trial. [9; p. 7] The case of moral injury implies the use of special knowledge in the psychological field in the form of forensic- psychological expertise. However, in civil legal proceedings they often use worldly and everyday ideas instead of scientific assessment of the facts having psychological nature that results in erroneous verdicts.



As evidence of moral injury in cases of this kind they usually use the testimonies of the claimant about his physical and moral sufferings.

In the view of Erdelevskii M.A., the statement of claimant that he has experienced physical and moral sufferings it is the direct proof of the fact of moral injury. [18; p. 84]. Other means to testimony experienced sufferings are different documents, medical certificates and experts' conclusions.

Psychological knowledge let us underline that the description of the claimant's sufferings should be regarded as a hypothesis: it can represent the facts or represent them partially or absolutely differ. That's why in the medicine there is a tradition to write down the patient's complaints and objective medical diagnosis.

Certainly, it is difficult to contest the statements of sufferings because sufferings are the subjective sensations that belong to an individual. But contemporary methods of psychoanalysis let distinguish psychological sufferings and cut off subjective statements about them of the claimant.

The people who were witnesses of emotional experiences of the man, that can only make suggestions about his psychological state, because they only see external display of emotions that can be consciously controlled, and thus they do not always correspond to internal state. The appointment of forensic and psychological expertise of mental state of the victim gives information which is difficult to receive by other means. The symptoms of strong emotional sufferings, mental trauma which are described by the citizen and his relatives, or people who had the possibility to observe him after injury, in V.V. Romanov's opinion, are reasons to appoint psychological expertise [6; p. 231]. The disregard of the possibilities of psychological expertise by the court in some cases means that the court doesn't use all accessible ways to explore the situation, which is very important to pronounce the right verdict.

However we would like to pay attention to the fact that the regard of practical advocates to psychological contents of moral injury has recently been changing. The data received by Kalinina A.N. suggest that 86.3% of opinion poll consisted of advocates and judges from Kalinigrad and Kalouga think that forensic-psychological expertise should be generally accepted in cases about compensation of moral injury. But 93.7 of advocates and 78.9% of judges admit that the intuitive understanding by judges of the real state of things between claimant and defendant has the most significant impact on the size of compensation of moral injury [3].

Tolstikova N. thinks, that the judges are not specialists in the assessment of physical and moral sufferings related to individual particularities of the person who endures injury. In connection with this the appointment of forensic and psychological expertise is absolutely necessary. If we give the decision of this question at judges' discretion, they can consider the notions of reasonable demand and justice from the point of view of their own attitudes, it gives freedom to subjective interpretation of law and its application.

The nature of moral injury is not limited by psychological components. The degree of physical and moral sufferings can be assessed by specialists of different profiles:



mental state can be tested by psychologists, mental and somatic disorders, appeared after experienced injury, according to particularities of a concrete case, can be assessed by psychiatrists, neurologists, therapists and other specialists. The court can appoint complex psychological and mental expertise, medical and psychological expertise and medical-psychological-mental expertise.

Legal and psychological jurisdiction in assessment of sufferings after injury is precisely separated. The notion "moral injury" is a legal category. According to norms of civil law (art.151 of CL of the RF) while examining compensation of moral injury, the court must take into consideration the guilt of the offender, the degree of physical and moral sufferings, connected to individual's traits.

Based on law in force and explanations of the plenum of Supreme Court, we can assign the following targets that arise before the court while examining the cases of compensation of moral injury:

1. To establish the fact of moral injury.
2. If the citizen has experienced moral injury, to establish the degree of his physical and moral sufferings.
3. To find connection between the degree of physical and moral sufferings and individual traits of the person who has experienced moral injury.
4. To establish the degree of guilt of the offender.
5. To determine the size of the compensation of moral injury.

Forensic-psychological expertise doesn't deal with diagnostics of moral injury, it only assesses its psychological component. Alieskerov M.A. and Engalitchev V.F. call this phenomenon a psychological damage [1], and Kalinina A.N. uses the term of a psychological harm. [3]. FPE can not establish the degree of guilt of the offender and the size of the compensation of moral injury that must be levied. All these questions are under court's jurisdiction. The legal assessment of moral injury is the unique prerogative of the court, it doesn't only include forensic-psychological expertise, but other evidence, presented in court by the both sides.

The final verdict must be pronounced with due regard to all the evidences presented during the trial.

In civil cases of compensation of moral injury lawyers and psychologists face the problem of determination of "moral injury" with the suitable means, methods and categories. Thus, the question arises of whether we examine one phenomenon from different directions. The jurisprudence and juridical psychology use different category apparatus. When we "translate" the notion of "moral injury" from the language of the jurisprudence into "psychological language" it is necessary to take into account that psychology unveils its own aspect of this phenomenon, that is not identical with legal one. That's why it is so important to realize the meaning of legal category of "moral injury" and make the adequate "translation" of it into psychological language and, on the contrary, before pronouncement of verdict they need adequate understanding of results received in expert's psychological research.

If the court appoints forensic psychological expertise, it can not put the questions of legal character to a psychologist. The class of main problems, defining the subject



and the algorithm of FPE, is limited by the task which the court must decide, on one hand, and the subject of psychological science, on another hand.

So the experts-psychologists must answer the following questions:

1. Does the claimant endure the sufferings, subjective states whether or not illegal actions of defendant? What do these sufferings consist of?
2. Is there a link between the sufferings of the claimant and actions of the defendant?
3. What is the degree of the claimant's sufferings?
4. Does the claimant have individual psychological traits? What kind of traits are they?

For the first time the necessity to answer to the above-mentioned questions in FPE in cases of compensation of moral injury was noted by Engalitchev V.F. and Shipshin S.S. [2]. All the subsequent works have proved scientific validity of proposed subject of this kind of expert psychological research. This manifested itself in the fact that other psychologist always started to include in the expertise the similar questions of the degree of the claimant's sufferings, of cause of these sufferings, individual traits of the claimant.

It is fair for complex forensic psychological and mental expertise. (CFPME). For instance, Saphouanov F.S. and Sekerage T.N. write that "experts-psychologists in cooperation with experts-psychiatrists) must clarify the following points (Saphuanov F.S., Haritonov N. K., Dozortseva E.G. and others, 2005): psychological state of the claimant (including mental disease), individual psychological particularities, the degree of changes of mental activity, dynamic particularities of changes of mental activity (stability, convertibility, duration), cause and effect link between damage and origin and development of mental disorders"[7].

The first step of FPE are closely linked to determination of psycho-emotional state of the respondent after offender's actions. The results of psycho-diagnostic research usually reveal different negative experience: fear, shame, anxiety, humiliation, depression, alarm and others. The next stage is to establish the link between the claimant's sufferings and illegal actions of the defendant. Different authors put forward different mechanisms of its expert assessment.

Engalitchev V.F. and Shipshin S.S. suggest that first of all we must find out mental state of the respondent before the moral injury, to compare retrospectively the present state with the previous one. The changes discovered in emotional sphere are signs of cause and effect link. Besides the traumatic experience can terminate in changes of activity, personality, life regard and decrease of social adaptation [2].

Negative changes can happen in the life of the claimant, they can violate integrity and stability of consciousness and mental functioning, aggravate his psychological and somatic welfare [19; p. 77].

It is important for the psychologist to establish the type of traumatic effect that the claimant is sensitive to. If the actual traumatic experience doesn't correspond to the sensitivity of such kind of injuries, then testimonies of the claimant rest on personal particularities which the claimant slightly realizes and intentions concerning the defendant and the



court which have manipulating character [19; p. 75]. They have discovered the dependence between the offender's actions and defeat of essential values of the sufferer. [2].

Kalinina A.A. suggests that cause and effect link between illegal action and negative changes of mental activity should be ascertained with the availability of two obligatory attributes: 1) the fact of temporary link of mental activity of sufferer and the situation of moral injury, including the cases of postponed reaction to traumatic event; 2) personal significance of violation of the rights and changes logically connected to moral injury for the sufferer [3; 17].

The general approach to expert assessment of the degree of sufferings as a result of illegal actions of the offender has not elaborated yet. We came to this conclusion because different authors haven't created similar lists of obligatory and sufficient attributes, necessary for differentiation of suffering levels. Engalitchev V.F. and Shipshin S.S. suggest as criteria the depth and intensity of sufferings [2]. Ujaninova A.L. propose to add to intensity of sufferings, their duration, the forecast of consequences of mental trauma (reversibility/irreversibility up to loss of physical and mental welfare) and the character of moral injury (the degree of its objective and subjective significance) [19]. Kalinina A.N. thinks that they can only determine the depth and duration of mental activity [3].

Saphouanov F. S. and Sekerage T. N. distinguish the degree of the expression of mental activity changes and dynamic characteristics of changes of mental activity (stability - reversibility, duration) [7].

The lack of the sole approach is displayed when we try to find divisibility of the scale, measuring the degree of suffering. Relying on the level of suffering intensity, their duration and forecast of possible consequences of the experience, Ujaninova A.L. proposed to distinguish five degrees of sufferings as a result of illegal actions of the offender:

1. The emotions of small intensity with time limit, which do not have any serious consequences.
2. The emotions of moderate intensity with time limit which do not have any significant consequences.
3. The emotions of high intensity with time limit, leading to temporary mental and physical disorders of personal operation.
4. The emotions of high intensity, surpassing by temporary indexes the norm, reducing the efficiency of activity, violating temporary mental and socio-psychological adaptation.
5. Strong emotional shock, leading to the forms of mental and psycho-somatic pathology (or the forecast of "postponed reaction", high probability of illness in the future) [19; p. 43].

Kalinina A.N. takes such characteristics as depth and duration as a basis and designates four degrees of mental injury: light, moderate, strong and particularly strong. Light degree of mental disorders correspond to temporary unpainful level, insignificant changes of mental activity. Moderate average degree is characterized by unpathological state, significant changes of mental activity allocated on two levels of reaction (mental, physiological, behavioral, personal), the duration of sufferings and



negative changes from one up to six months. The strong degree of moral injury means significant changes of mental state transferring into boundary state with the duration of six months, but reversible, unpathological states, as a personal crisis.

Particularly strong disorders are the mental disorders, including chronic and irreversible changes of mental activity [3].

Among individual traits of the person who suffers from the injury, they take into account his personal disposition to a certain kind of sufferings, sensitivity to a certain kind of injury, and especially his particularities of his intellectual, emotional, communicative and behavioral spheres, explaining his style of reaction to offender's actions.

Summing up all the above-stated, we would like to underline that in spite of differences of understanding of the subject and procedure of FPE of moral injury and its psychological aspects, there is no principal divergence of opinions of the researches.

The formation of general theoretical and methodological positions, including all the existing materials, will let practical psychologists and experts to make forensic expertise which will meet the requirements of scientific validity.

The court, in its turn, will address to psychologists to receive expert definition of moral injury as evidence proving the necessity of compensation of moral injury and its size.

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The young scholars

Egorov D.V.

Psychological components of semantic self-realization of students-psychologists in context of different professional prospects.

Humanistic direction of reforms of Russian education as an idea of time is realized by all social and state institutions. Strategy of teaching students in some Institutions of higher education draws more and more to the individualization of teaching, more preference is given to the self-depend students' work. Modern home psychological-pedagogical theories and concepts (I.V. Abakumova, A.G. Asmolov, S.L. Bratchenko, D.B. Bogoyavlenskaya, V.P. Zinchenko, D.A. Leontyev, V.I. Slobodchikov, V.A. Petrovsky, D.I. Feldstein) give preferences to the educational purposes, oriented on the spiritual and value-semantic development of learners.

Semantic sphere of a person turns out to be that highest instance, which subordinates to itself all his other vital displays, defines direction and partiality of human cognition (I.V. Abakumova, A.G. Asmolov, I.A. Vasylev, V.P. Zinchenko, E.V. Klochko, E.Y. Patyaeva, L.Y. Kruteleva).

It is necessary to consider study and take into account the phenomenon of semantic self-realization of students of Institutions of higher education in the context of working out programs of individual teaching, depending on their direction. Studying this problem will allow to create more qualitative programs of professional training. In our research the direction appears as a system forming factor of models of personality's self-realization.

In spite of the distinction of interpretations of personality, the direction is distinguished as its leading description in all approaches. In different concepts this description is exposed variously: as «dynamic tendency» (S.L. Rubinstein), «sense forming motive» (A.N. Leontyev), «dominating relation» (V.N. Myasishev), «basic vital direction» (B.G. Ananyev), «dynamic organization of a man's essential forces» (A.S. Prangyshvili). Theoretical analysis of the problem of a personality's direction in psychology allows to speak about that, the direction is not simply a central component of personal structure, but also plays a leading role in functioning of personality. It forms and organizes a man's sphere of necessity and motivation around itself, his personal virtues so, that to make the possibilities of realization of direction on himself, on matter or on communication as much as possible.



The sense of life may be considered as a subjective expression of a personality's direction. The problem of sense of life in psychology is learned mainly at an angle of sight of how and under the influence of what factors the forming of sense of life happens in the individual development and how the formed sense of life or its absence influences the vital activity, consciousness of personality and its self-realization. Self-realization – is an accomplishment of possibility of «The I» development, by means of one's own efforts, co-creation, co-activity with other people (by near and distant surrounding), by the society and the world as a whole.

Self-realization supposes the planning of one's life and activity, self-creation of conditions of one's activity, directed on the more complete realization of one's abilities and possibilities. The creation of such conditions in modern world turns out to be rather difficult and often impossible.

An effort to examine the correlation of different components of self-realization in the light of direction of personality is undertaken by us.

The aim of our research consists of the analysis of components of self-realization of personality: sensible-vital orientations, self-realization of personality.

The problems of the research: to discover the groups of students of various directions; to establish the difference in correlation of components of self-realization; discover the peculiarities of self-realization of students of different direction.

The students of middle courses of various Institutions of higher education appeared as an object of our research.

Different components of self-realization were the subject of the research.

A hypothesis about that the students of different focus have various contents of components of self-realization was put forward.

One hundred and thirteen students-psychologists from 19 to 22 years old took part in the research.

Statistical analysis showed, that the students, directed on themselves and on communication differ significantly ($\alpha=0,05$) by the high indices on the «aim» property of the method SLO that means the presence of goals for future in the life of people, who were put to test, which give intelligence to their life, direction and temporary prospects. On the property «a process», i.e. an interest and emotional richness of life, the most expression showed the students, directed on the communication ($\alpha=0,05$) in contrast to other directions. There were not found any significant differences between the groups of directions by the scale «effectiveness of life» or «satisfaction of self-realization». By the property of «locus-control-The I» or («The I-is the master of life») students, directed on themselves and on communication differ significantly ($\alpha=0,05$) from the students, directed on the matter. This property is much more expressed among the students, directed on themselves, that reflects their idea about themselves as a powerful personality, possessing enough freedom of choice to build one's life in accordance with one's goals and ideas about its sense. Such property, as «locus-control-life» or «controllability of life» is much more expressed and significantly differs ($\alpha=0,05$)



among the students, directed on themselves. It characterizes them as people, who are convinced of having the power to control their life, to come to decisions freely and realize them.

So, the students, directed on themselves, are characterized as people purposeful, possessing enough freedom of choice and making decisions, controlling their life. The students, directed on communication, demonstrate purposefulness, emotional richness of life and the possibility to control one's own life. The students, directed on the matter have all enumerated properties less expressed.



Kolesina K.

The principles of integrated competence -centered project activity program design for senior pupils

The article embraces the importance, theoretical, procedural and practical fundamentals of integrated metasubject project activity program design oriented on senior pupils' key competences development.

Competence diversity, possibilities to assimilate different types of key competences within their implementation make the main characteristic of educational projects included into the program.

Key words: competence diversity, key competences, metasubject project activity program, environment harmony, vitae genes, complexity, universality.

The scientists of our country as well as the specialists in education abroad agree that the technique of project education is becoming the leading one in modern education. Some authors define project technique as "the technique that ruins school routine" /M. Apshtein/; "an effort to save the teacher from the responsibility to be all-knowing oracle" /I. Chechel/; the technique "directed to discover the cognitive basis of the world" /I. Abakumova/ ; "the universal technique from the point of view of competence approach" /N. Pakhomova/. In spite of the experience in project technique teaching in Russia, many scholars / N. Pakhomova, T. Shamova etc./ think it to be pointless to put the whole educational process on the project work footing. At present the most progressive over and above curriculum educational programs are the ones which take into account the peculiarities of some definite educational establishment, social environment, composition of students, teaching staff capacity.

The present-day school faces the problem of development the key competences of students. In this respect we offer the program of integrated metasubject activity which in its content is outside any subject on the curriculum. The program integrates knowledge from different fields of sciences. It presents this knowledge on the meta-level that is understandable for every student.

"Meta" means "above", "over", "outside". Educational program based on project activity of students is thereby outside school courses. It reveals new relations among the objects of project work. These objects have just little in common with the basic content of education. On the one hand metasubject program based on project work covers the whole range of sciences of vocational education curriculum. On the other – it represents the set of over curriculum projects. Moreover, each of the integrated projects fulfils metaeducational objective: it creates the conditions for students to become aware of competence activity experience mainly through the key competences – communicative competence, social, cognitive, cultural competences.



The initial theoretical basis of making such a program is defined on the basis of a number of points which fully correspond with the principles of competence approach in education. That permits to call this project work as competence-oriented. It follows the principles of:

- humanistic pedagogics focusing on self-value of a child as a personality, necessity of his individual abilities development, moral consciousness, admission of treatment equality between an adult and a child;
- activity approach in educational process which is based on cognitive activity logic that has personal meaning for a student;
- training individualization, as any involvement into project activity envisages subjective perception, individual pace of projecting, reflection, self-control;
- complex approach in projects design, contributing not only to a balanced development of the designed key competences, but also to the major physiological and psychological functions;
- flexibility, focusing on assimilation of the key competences due to their common implementation within different samples of project activity;
- co-operation between teachers and students within the integrated project activity, establishment of mutual competence activity;
- environment harmony, aimed at arrangement of project activity in accordance with interests, age features and personal preferences of a student and using the environment as a laboratory in which cognitive process takes place;
- vitae genes, assuming actualization of a student's life experience and the degree of his key competences development, orientation on his intellectual and personal capacity.

Competence diversification – is the most important feature of any meta- subject project, which makes a part of the senior pupils' integrated design activity program.

The arrangement procedure of the students' meta-subject project activity includes:

- realization of a senior pupil's personal educational capacity within the project activity;
- obtaining a subjective and, apparently, an objective valuable output of the project activity; accretion of the competence acquired experience;
- assimilation of co-operative cognitive activity experience, progress in co-operative output;
- ranging of individual samples for project competence activity;
- self-assessment, self-correction, self-evaluation, step by step reflection of project activity;
- focusing of every project on practical assimilation of the key competences and background knowledge;
- allowance for personal preferences of senior pupils, investigation and taking into consideration the subjective possibilities, level of cognitive motivation development, intellectual abilities, initial level of the key competences development, type of vocational education;
- analysis of information, technical, experimental features required for each specific project implementation, including access to software;



- level of the materials necessary for the students' project activity / "Project Activity Provisions", Principles of each project, approved schedule for senior pupils' project activity, Minutes on Curriculum and School Timetable correlation.

Organizational basis of meta-subject program for senior pupils' project activity is the introduction of a separate section focusing on arrangement the practical work, research and project activity of the 10th-11th form pupils/ 1-2 times a week depending on the type of educational establishment/ into the Vocational Curriculum (2004).

Terms providing effectiveness of students' project activity:

1. Detail development of all stages of the students' project activity – from "Planning and Carrying out the Project" to "Reviewing the Project", design of the aims and forecasting of design outcome – both within the stages and upon final project work.
2. Pupils' training in the field of the meta-subject project activity technique, rendering educational support to them at every design stage, intense schoolchildren involvement into the project discussion on the basis of "plunging" into its topicality.
3. Actualization and self-actualization of a person's intent component, positive motivation within all stages of project carrying out.
4. Taking into account the pupils' awareness level within the project topicality, availability of informative design means, experimental database, resources of getting assistance.
5. Mastering the required level of competence by project supervisors, their interest and desire to work within project activity technique.
6. The teacher's awareness of "the most important task" within arrangement of the senior pupils' meta-subject project activity – creating the conditions for students' competence activity assimilation, development of pupils' key competences.

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Osipyan N.

Individual preconditions for behavioral risk of juvenile group offenders

The article indicates that behavioral risk of juvenile group offenders is determined by a disposition towards risk both as an individual characteristic and as a tendency of "shift to risk" under the influence of the group. Individual determinants of the behavioral risk of juvenile group offenders depending on their group status and their role in crime organization are defined.

Key words: are juvenile group offenders, a disposition towards risk, «shift to risk» phenomenon.

The situations of group decision-making connected with risk are very common in the life of every group. The research on this issue has great urgency in criminal psychology as committing a crime always presupposes a certain risk of penal sanction. The research in the particularities of juvenile group delinquency is also important as this synergy has more corrupting influence over accomplices than a single-handed crime [Bashkatov I., 2002]. Furthermore, the analysis of social-psychological mechanisms working in these groups with some part of extrapolation helps to discover in-depth processes in the groups which study faces certain methodological difficulties. One of them is that group in its constant form is not represented to the researchers. Being known it goes out of existence having become disclosed and undergone some irreversible changes [Ratinov A., 1979].

At present an extensive empirical material on particularities of group decision-making in the conditions of risk and indefiniteness is collected but it must be noted that practically all of the researches do not deal with the in-depth mechanisms of group decision-making.

We have conducted an empirical research which goal was studying the determination of behavioral risk display of the juvenile group offenders. The subject of the research is individual features and the value sphere of juvenile group offenders. The object of the research is 84 male juvenile offenders being in custody in the Azov youth colony at the Russian Federation Justice Ministry in Rostov region.

In our research we used the inquirer "The Disposition to Risk" by A. Shmelev, "A diagnosis of need for sensation pursuit" method, an authorial original inquirer variant "A Choice between Dilemmas", a method of "A ratio of "value" to "accessibility" in different life spheres" (RVA), a method of "Q-sorting" and also a method of "The level of subjective control".



It was supposed that the behavioral risk of juvenile group offenders is determined by the disposition to risk as an individual feature and their tendency for "shift to risk" under the group influence. Besides, we supposed that juvenile group offenders' display of behavioral risk is determined by such individual features as the level of sensation pursuit need, the value sphere peculiarities and the nature of placing responsibility.

The research found that disposition to risk as an individual feature is connected not only with the group status of juvenile group offenders, but with their role in delinquency and in its highest degree it is typical of juvenile heads for group crime who show a higher level of individual disposition towards risk in comparison with actual doers. The disposition high level is connected with a strong need for sensation pursuit, a high value of risk, independency, a "struggle" acceptance and an internal nature of placing responsibility.

In its turn, the behavioral risk of juvenile group leaders is characterized by the tendency of "shifting to risk" under the group influence. The research found that the "shift to risk" phenomenon is influenced not so much by a leader's position but a typical for the youth strong need for communication and recognition and also their high value, a high level of group orientation and an external locus control. Thus, a behavioral risk display of juvenile group offenders differs depending on the juveniles' group status and their role in organizing and committing a concrete offence.

We suppose that the research in the issue of the decision-making in the conditions of risk and the research results can clarify the understanding of the group crime mechanisms and permit working out the optimum prevention strategies towards juvenile offenders.

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Solovieva G.V.

Form the semantically-life strategies of a personality

Semantic strategies are dynamic parts of semantic sphere. They represent new formations of personality. Mechanism of forming semantic life strategy is defined by several factors: peculiarities of motivation-intentional sphere, chronological age, life context, socio-cultural and economic terms.

Key words: semantic forms, semantic life concept, semantic life strategies, levels of sense development

Mechanism of forming semantically-life strategy defines by several factors: peculiarities of motivation-intentional sphere, chronological age, life context, socially-cultural and economic terms. The model of forming semantically-life strategy with above-listed sendings may be interpreted in the same way. Semantic strategy is a dynamic constituent of the semantic sphere. They occurred to be semantic neologisms, which change all semantic structure.

In attempt to describe dynamics of forming semantic sphere through sufficiently steady strategies, it caused an aspiration to the order, natural wish to dispose senses in systematic order depending on specifics of sense formations of the personality. The most obvious fact is the dual nature of the sense, its extensive dynamics from minimum to maximum satiety: from the initial sense to the subsequent one, from the indefinite sense to the definite (in the limits of a value attitude), from comprehending sense to just comprehended. From this point of view, we can see appropriate consecution as an integral dynamic characteristic of individual confession we can see in the consecution "from semantic track-to categorical designation of the sense in its real aspect", and it conforms to such logic of the process of semantic forming, which we exposed in the limits of integrative approach as a semantic direction or semantic strategy.

Facts of the dynamics of semantic forming demonstrated "semantic growth", "semantic ascent", "semantic enrichment" of the confession. It is one of the types of semantic strategy, but takes place even back variant, expressing, for example, extinction of the sense, absorbability of others, regression. Depending on concrete content of the senses, development of semantic sphere of the personality may be marked as with a sigh "plus", as with "minus" and even in indefinite way.

Natural, regular character of forming semantic strategies is in relatively simple semantic terms, conditionally semantic manifestations we reduce to mono-semantic (one act) variant. And if we take into account that activity and behavior of the person regulated by many senses (semantic manifestations are always poly-semantic), their



complicated interaction, we may say that complicated and indefinite character has a process of semantic forming in full measure. It is sufficient to apply to the fact of some unexpectedly, unpredictable open to the man sense (change of life attitude, inside), "turn over" his confession, to understand phenomenon definition of semantically-life strategy.

Solving a problem of specification of forming semantic strategies, in another formulation-development of the semantic sphere of the person, it is logical to circulate to the classic in psychology "zones of the development" (L. S. Vigotskii). This circulation is more logical, because psychological new formations in our investigation appear in the role of semantic new formations. Experimental investigations of the semantic sphere of the person (V. K. Vilunas, D. A. Leontiev, I. V. Abakumova) evidence of the famous psychological sequence "entry to the zone of development – zone of actual development – zone of neighboring development – zone of self-development" is determinated in the tendencies of semantic forming. An appropriateness of the development of the semantic sphere of the person may be expressed and as a separate block enter to the model of person's semantic forming as a consecution; it contains entering to the zone of semantic forming, zone of actual development of semantic sphere, zone of its nearest development, zone of self-development. "Zones of development" in our model – first of all they are zones of development of a core base of the personality, his semantic structure. In this sequence of the "zones" form semantic structures of other levels. Concrete definitions of different zones devote the following issues. We can notice here that in the theory of stage-by-stage forming of mind actions, where an accent is on the reference base as in the threshold interpretative part of the activity, oriented base of the actions may be interpreted as a phenomenon of entry in the zone of semantic development. General motive powers of the development process, interpreted from the positions of semantic imbalance, semantic discrepancy and antagonisms, find their methodological explanation in the zone of nearest development of the semantic sphere, which determinates semantic forming in definite limits, which are accessible to cognizing subject and which is base of dynamic part of the semantic sphere – semantically-forming strategy.

And what is a mechanism of forming semantically-life strategies?

To the thinking of some authors, who had investigated sense in psychology (K. Rogers, V. Frankl, D. A. Leontiev, N. E. Shurkova), an initial term of the origin of the senses, source of the semantically-forming and forming of semantically-life strategies is life world of the person. Mentioned world differs from "general" world, with appearances, facts, events and other fragments with which person doesn't collide with. This part of the world, estranged from the concrete personality presented in particular by reality and reflected it objective meanings, which are embodying in the texts of the culture. Culture is functioned in the non-text form, as a real existence, in the aspect of real relations and norms of people's behavior. In spite of this, real existence of the culture and real person's existence and existence "in general", as a rule, are not co-inside with,



the world of real existence is wider than existence of the culture. Special part of the culture is its artistic segment, which formed not by objective meanings, but by "glacial", "definite" subjective senses of that persons, who made that part of the culture. Just because the text is not sense, it is only the place, indicated to the sense, text artistic culture, before a subject doesn't come at the contiguity with it, may be qualified as an objective structure of the meanings.

In contrast to the world "in general", life world of the person is-the world of its relations with evidently confined part of the reality. Some of its fragments are of great importance to it and closing to them its subjective experience, its life relations is more intensive and dynamic, some have small life meaning, and treatment to them from the subject is less expressive, some of the fragments present only potentially. These relations define as life senses in the science. Their origin, formation and development, making in the subjective sphere of the individual, are stipulated for life determinant of present person and express life importance, they have concrete objective character.

Life senses, arising from the real necessity of human existence and making life world of the subject, may be, in our opinion, concerned to the sort of actual senses and included to the oblast of actual semantic relations. In comparison with it, life senses, arising from objective life importance relatively values, which don't entering life space of concrete person, are in the category of actual senses. Any fact of the reality, when it would be in the life orbit of the man, could initiate an origin of semantic attitude to him and become a reflexive absorbed "I-conception", filling it of the new semantic maintenance. A. N. Leontiev wrote: "Sense determines life", and, in fact, opportunities to form semantically-life strategies generate through the entry to the "large world" into the life world of the person.



Stupakov V. I.

Technological peculiarities of the development of a semantic sphere of students as a component of reforming education

Vital world of a person distinguishes from the world "in whole", this is the world of his relations with obviously limited part of reality. Some fragments of the reality have a very great importance for the person, and concentration on his subjective experience is more intensive and dynamic here, the second one are less important, attitude is less expressive, the third ones are only potentially interesting.

The aim of educational process is to initiate the most important senses for personality growth, to realize technologies of sense communication from the teacher to the student and through this to develop sense sphere of the learner.

Key words: sense, semantic forms of personality, semantic sphere, semantic technique, semantic technologies.

Russian postclassic psychological theory, when it passed from monosystem to metasystem way of vision a subject of the cognitive activity, introduced many new principles and approaches (historically-evolutional, historically-systematic, historically-categorical, paradigmic, context and so on), which changed general tendency and direction of the pedagogical search in the sphere of the theoretic understanding of a conceptual apparatus of the didactics and mechanisms of the education and also in a real pedagogical practice. "Crisis of the world educational system appears because of a new social order, which is stipulated for the appearance of world association to postindustrial phase of the development, which couldn't be fulfilled without transition to the new paradigm in human's understanding. We try to give education to a person, but we don't know regularities of human being formation. When we develop new and new "pedagogical technologies", we want to avoid our ignorance of this appropriateness with their help". And only this aspiration to understand true mechanisms of the educational activity, mechanisms of the process of comprehension new things in the school and in real life, can explain such interest, which psychological-pedagogical science showed to the problem of personal, deep and semantic aspects of the education and knowledge last time.

Chronology of the development of Russian education of last years confirms a tendency, which was foretelled by A. G. Asmolov in 1994 year: "To replace pedagogical technologies will come semantic pedagogy". Aim of the semantic pedagogy is in the organization of the pedagogical process in the base of the understanding of the psychological mechanisms of transformation culture in person's world. "Psychology as a factor of designing educational space of the personality" (A. G. Asmolov) suggested



variational, developmental, semantic education. An aim of the variational education is to form such a picture of the world in common activity with adult and coeval, which could provide an orientation of the personality in different kinds of life situations, including situations of uncertainty. In the course of variational education, a child joins to the culture, that's why he masters the ways of thinking and ability for world civilization, people have been building for many centuries". In the terms of dynamically changed gaunt of contemporary world, when usual valuable norms and stereotypes couldn't be a life guide, human can find his life way only if he has particular valuably-semantic installations in respect of the life, experience, events in his life. School becomes a social institute, which gives not only definite sum of knowledge to the pupil, but also gives him a first incitement to the self development and intension, thanks to it a man would open and search for the meaning of his life. The whole number of psychological theories, which reveal the meaning of the new paradigm and which answer to the society's inquiry, which live in orientations not to the monistic ideological standard, but to common to all mankind values, opening to the achievements of world polit cultural civilization, appeared.

For 10 years from re-orientation our country in the whole and as a consequence of re-orientation of the educational system to democracy and to all mankind values, it had been making and experimentally approving large quantity of approaches, models, technologies, innumerable reports, instructions and analytic references in all levels of the system of school administration from governmental and ministry directions to the decisions and working out methodical unions in the schools, but desired results hadn't been reached. Hopes didn't realized and as a result – new coil of search the culprits of the deplorable condition of the educational system and immediate recipes to its improvement. Ordinary vortex of innovations (USE, entrance examinations in Universities in the form of unique subject tests for all country, credit system in the Universities and so on) may give several good changes, but they can't give serious results, because they are oriented to stimulus, external motivation. K. Rodgers, when he analysed analogical moment of the reform of the education in USA, wrote: "When I look for the educational system, I have to say, that our nation is in the situation of more risk now, than it was 10 years ago because we can't give an opportunity of semantic education for all pupils.". Only changing motivation of the education, concluding it to semantic level, when child begins to study not only because of bad marks, punishment, but because of education becomes a part of his own life world; give answers to the questions, which trouble and help to understand things, which are interesting. Reformatory energies, which potentially could reform educational process, would give an effect only with the term of their immediately orientation to the value orientations of the children. It becomes possible only with understanding of knowledge in education as a process of making and development of semantic formation of the personality, because just over a mechanism of semantic formation, personal development on the level of life values happens.



Educational midst as a condition of the development a system of relations "subject-midst"

Humanistic psychology, which is a base of a conversion education in developing a personality system, says that basic source of person's development, motive power is in the person. But we must have determined terms to include an inside mechanisms of personal growth. At the beginning of the development, basic place among the terms takes social terms, which are in the interaction between the participants of the educational midst. Psychological safety of the educational midst we examine as a most important term, which is allowed to give to the educational midst a developing character.

***Key words:** psychological safety of personality, psychological safety of educational sphere, criteria of quality of educational environment, criteria of psychological safety of educational environment*

There is definite domination of the anthropocentric approach in the psychology of the traditional, which is supposed that all person's behavior depends on inside reasons. In the humanistic psychology central role in forming the most important personal manifestations, including psychological safety of the personality, is in the motives, which doesn't provide an adaptation to the midst and comfortable behavior, but it provides growth of structural beginning of human "I"; its integrity and power of the experience initiates psychological health of the person. But centering only on the inside component evidently couldn't explain a specificity of such components of the problem of the psychological safety, which defines by the peculiarities of the external influences and terms of the external midst.

Psychologists studied the midst as a reality, where person lives and forms it in a considerable extent occasionally. Only in the second half of the 60 years in last century professional-psychological interest to the midst appeared and it allowed to look at the problems of the theoretic psychology, processes of the perception, mechanisms, which "unites behavior of the real person in the real world" (by the definition of H. E. Shteinbah, V. I. Elenskaia). Investigators of the midst contend that person is always in the midst and this factor of the contact with the midst is very important, because the quality of the midst defines him as a person in this case. Investigators in midst psychology are consistent with different looks on reason-investigation relations "subject-midst". R. Barker, founder of the school of ecologic psychology keeps to the looks of strict determinism. Ch. Merker says: "Behavior can't be determined outside the context of the midst". Cognitivists prefer to pay attention to the inside conditions or to the last experience of the person (Uno Naisser), which defines a way of response. We don't have this virtual reality evidently, that's why surrounding people can think that person's behavior is accidental. In most contemporary works the relations "subject-midst" defines as mutually



caused, because a person is always in the interaction with the stimulus of the midst. From a position of the midst psychology person is in the constant field of interaction with the surroundings and it excites in him definite emotional background thanks to generalized reactions of the organism. In experimental investigation by A. G. Maslow and N. L. Minc there were 3 groups of probationers in different midsts, (from the point of view of aesthetic quality), which valued gratefulness and energy of people from the photos they had. First midst was a comfortably appointed room, second – an ordinary classroom and third was homely technical room, where inventory for harvesting was. It had been shown that aesthetic quality of the midst considerably influences on emotional estimation. In a pleasant midst faces from the photos estimated higher.

To determine the criterions of the quality of educational midst it is necessary to define with an essence of understanding a conception “the midst” in the terms of psychological treatments. There is big quantity of them now. N. Teimur adduces about 40 definitions of the conception of the midst, where an aspects of the problem are accentuate. Mostly integral and generalized definitions presented by Shteinbah X. E. and Elenskoi V. I.:

- midst – is we, in this definition authors accentuate that investigators study midst factors, which are made by the person and on which person could influence. Typical for this group of the definitions is definition by R. Sommer: “All people build, make and model forms of the midst: we are the midst”;
- midst – is all, what surrounds us, terms, which influences on us. Definitions of this type are closer to the biologic understanding of the forming role of the midst;
- midst – is an element of supersystem. Vilden formed that approach in such way: “Midst is – open system, it is connected with supersystem. There is a change of the matter, energy and information among them.”;
- midst – is some correlation between us and surroundings. An example of such understanding is definition by B. Hiller: “A term “midst” includes 2 moments: at first it is composition of the phenomenon, facts and things and second it is all, what we experience. The midst is physical facts from one side and from another it is a system of human's experience”.

We regarded the last definition as an initial by the treatment of the base structures of the problem of forming an educational midst - educational midst, safe midst, psychological-safe midst. A priority of this direction stipulates also for such thing that in Russian psychology a connection between person and social midst regards as a compulsory and basic factor of the formation a man as a personality (L. S. Vigotskii, D. A. Brudnii, D. A. Leontiev, V. A. Petrovskii, S. L. Rubinshtein). It corresponds to the approach by I. A. Baevoi, she says: “Humanistic psychology, which is a base of a conversion education in developing a personality system, says that basic source of person's development, motive power is in the person. But we must have determined terms to include an inside mechanisms of personal growth. At the beginning of the development, basic place among the terms takes social terms, which are in the interaction between the participants of the educational midst. Psychological safety of the educational midst we examine as a most important term, which is allowed to give to the educational midst



a developing character". As far as a person is social creature, just the terms of external social midst form the qualities of the personality of a crescent man.

Person assumes behavior of surround social midst, culture, he grows in it – the development of a child goes by means of assimilation of the culture. But with the process of assimilation, very important is an opposite process – individualization. Person is not only an object of different influences, he is also a subject, which creatively changes external midst and shows his unique individuality, change his personality by means of it.



Fourth congress of Russian Psychological Society

Dear colleagues!

**Organizing committee of the fourth congress
of Russian Psychological Society invites you to take part in the discussion
of preliminary work program of scientific trends and symposia of the congress**

Please send all the amendments you may find necessary to make to
Bazarov T.U. (tbazarov@mail.ru), Jouravlev A.L. (Adm3@psychol.ras.ru),
Rumshina L.I. (ryumshina@rsu.ru)

The main trends and symposia of the fourth congress of Russian Psychological Society:

19.09.07. 10.00-15.30.

The opening of conference according to following lines of inquiry:

1. Ideals of knowledge and psychological methodology:

Curators: Asmolov A.G., Shkouratov V.A.

Symposium 1. Methodological paradoxes of modern psychology.

Co-chairman: Zintchenko V.P.

Symposium 2. Methodology of interdisciplinary knowledge: evolution, history, culture.

Co-chairmen: Asmolov V.G., Gouseltseva M.S.

Symposium 3. *The present state and perspectives of development of History of Psychology.*

Co-chairmen: Zhdan A.N., Koltsova V.A., Mironenko I.A.

Symposium 4. *Historical metapsychology and antropohistory.*

Co-chairman: Shkouratov V.A.

Round-table conference: Philosophy and methodology of psychology.

Leaders: Bratous B.S., Kritchevets A.N., Skripkina T.P.

Round-table conference: Human being formation as a subject of psychological anthropology.

Leaders: Klotchko V.E., Slobodchikov V.I.

Round-table conference: Fanaticism as a problem of psychology and psychopathology.

Leader: Zalevskii G.V.

2. Psychology of consciousness.

Curator: Allahverdiv V.M.

Symposium 1. *Structures of consciousness and cognitive unconsciousness*

Co-chairmen: Allahverdiv V.M., Petrenko V.F.



Symposium 2. *Mental states and modified states of consciousness.*

Co-chairmen: Koulikov L.V., Prohorov A.O.

Symposium 3. *Manipulations of individual conscious: recognition and defence.*

Co-chairmen: Enikolopov S.N., Reshetnikov M.M., Averin V.A.

Round-table conference: Consciousness: its functions and formation.

Leaders: Averin V.A., Agafonov A.U.

3. Development psychology.

Curators: Sergienko E.A., Riabikina Z.I.

Symposium 1. *Psychophysiology and development psychology.*

Co-chairmen: Golovei L.A., *Sergienko E.A., Smirnova E.O., Baranov A.A.*

Symposium 2. *Development of people with particular needs.*

Co-chairmen: Posohova P.S., Shipitsina L.M.

Symposium 3. *Methodology in development paradigm.*

Co-chairmen: Martsinovskay T.D., Regoush L.N., Karabanova O.A.

Symposium 4. *Personality development: socio-cultural and age aspects.*

Co-chairmen: Mouhina V.S., Obouhov A.S., Tchernay A.V.

Symposium 5. *Eco-psychology of development.*

Co-chairmen: Panov V.I., Panukova V.G., Vinogradov P.N.

Round-table conference: Psychology of subject and psychology of human existence. Leaders: Znakov V.V., Riabikina Z.I., Selivanov V.V.

Master class. *Early interference.*

Leader: Mouhamedrahimov R. Zh.

4. Neurosciences: Psychological integration in the context of system methodology.

Curators: *Ermakov P.N., Vorobieva E.V.*

Symposium 1. *System psychophysiology and system neuroscience.*

Co-chairmen: Alexandrov U.I., Ermakov P.N., Shelepin U.E.

Symposium 2. *Differential psychophysiology.*

Co-chairmen: Lebedev A.N., Golubev E.A., Ilyin E.P.

Symposium 3. *Contemporary problems of age psychophysiology.*

Co-chairmen: Bezroukih M.M., Farber D.A.

Symposium 4. *Problems of functional asymmetry between cerebral hemispheres.*

Co-chairmen: Ermakov P.N., Dikaya L.A.

Symposium 6. *Genetic psychophysiology.*

Co-chairmen: Marutina T.M., Vorobieva E.V.

Symposium 7. *Cognitive psychophysiology.*

Co-chairmen: Babenko V.V.

Symposium 8. *Neurophysiology and neurocognitive rehabilitation.*

Co-chairmen: Mikadze U.V.

5. Psychology of individuality.

Curators: *Zabrodin U.M., Shadrikov V.D., Janerian S.T.*

Symposium 1. *Individuality as a psychological category.*

Co-chairmen: Shadrikov V.D., Orel V.E.



Symposium 2. Individuality: differential and psychological, mental and genetic approaches.

Co-chairmen: Malikh S.B., Kabardov M.K., Moskvina V.A.

Symposium 3. Intelligence in the structure of individuality: modern approaches.

Co-chairmen: Kholodnaya M.A., Balashkina Zh.A., Shkouratova I.P.

Symposium 4. Abilities in the structure of individuality.

Co-chairmen: Tcheremoushina L.V., Nizhegorodtseva N.V.

Symposium 5. Personal Ego as a manifestation of individuality.

Co-chairman: Orlov A.B.

Symposium 6. Individual style of activity.

Co-chairmen: Souvorova G.A., Povarenkov U.N.

Symposium 7. Problems of individuation.

Co-chairmen: Rousalov V.M., Rebeko T.A.

Symposium 8. Man's social behaviour: motives, values, norms and deviations. Phenomenology and mechanisms.

Co-chairmen: Morosova G.B., Semenov V.V.

Symposium 9. Mental regulation of individual behavior: psychological mechanisms and theoretical models.

Co-chairmen: Zabrodin U.M.

Symposium 10. Self-realization of personality in modern society: life and career strategies, perspectives and problems.

Co-chairman: Janerian S.T.

Symposium 11. Integrative psychology of individuality.

Co-chairmen: Boyasitova I.V., Shoulga T.N., Belous V.V.

Round-table conference: Psychological support of man's life.

6. Prodigy generation: Trajectory of psychological problems.

Curators: Bogoyavlenskaya D.B., Dikaya L.A.

Symposium 1. Psychological mechanisms of creative abilities in preschool age.

Co-chairmen: Paramonova L.A., Kortchalovskaya N.

Symposium 2. Development of imagination and personal growth.

Co-chairmen: Koudriavtsev V.T., Kravtsova E.E.

Symposium 3. Psychology of creativity and talents: concepts, methods determinants of development.

Co-chairmen: Bogoyavlenskaya D.B., Dorfman L.A., Dikaya L.A.

Symposium 4. Abilities and competence – development of intellectual potential of the country.

Co-chairmen: Alekseeva L.N., Liberman A.A.

Symposium 5. Problems of development of artistic talents.

Co-chairmen: Melik-Pashaev A.A., Nikitin A.A.

Symposium 6. Social talent, leadership.

Co-chairmen: Chernishev A.S., Yakovleva E.

Symposium 7. Man's spiritual and moral development.

Co-chairmen: Slobodchikov V.I., Larionova L.I.



Symposium 8. Research activity as a way of development of creative abilities.

Co-chairmen: Leontovitch A.V., Oboukhov A.S., Belikh S.L.

Symposium 9. Acmeology: personal and professional development.

Co-chairmen: Derkach A.A., Kovalev N.A., Kalakov N.I.

Round-table conference: Mental diagnostics of creative abilities and talents.

Leaders: Bogoyavlenskaya D.B., Gatanov U.B., Tobolkina I.N.

Master- class: Psychology of creative thinking of a professional.

Leader: Kashapov M.M.

7. **Metasystem processes and self-regulation: theory and practice.**

Curators: *Karpov A.V., Belousova A.K.*

Symposium 1. Cognitive psychology of activity.

Co-chairmen: *Karpov A.V., Velitchkovskii B.M.*

Symposium 2. Psychology of self-regulated behaviour: cognitive and personal aspect.

Co-chairmen: Morosanova V.I., Kornilova T.V., Klotchko V.E.

Symposium 3. regulation of mental states.

Co-chairmen: Leonova A.B., Prokhorov A.V.

Symposium 4. Practical thinking.

Co-chairmen: Kornilov K., Zavalishina D.N.

Symposium 5. Creativity: mechanisms, diagnostics, development.

Co-chairmen: Ushakov D. V.

Symposium 6. Thinking and thinking activity: self-regulation and self-organization.

Co-chairmen: Belousova A.K.

Round-table conference: Theoretical problems of psychology of self-regulation and metacognitivism.

Leaders: *Karpov A.V., Morosanova V.I.*

8. **Modernization educational psychology: methodology, theory, practice.**

Curators: *Roubtsov V.V., Abakoumova I.V.*

Symposium 1. Cultural and historical psychology as a methodology of development of educational systems.

Co-chairmen: *Roubtsov V.V., Asmolov A.G.*

Symposium 2. Contemporary psychodidactic systems of developmental education.

Co-chairman: Gourouzhlov V.A.

Symposium 3. Ideas and activity as a subject of education.

Co-chairman: Gromiko U.V.

Symposium 4. Concepts of development of psychological service in education.

Co-chairmen: *Dobrovina I. V., Zabrodin U.M., Metelkova E.I.*

Symposium 5. Psychological risks in education; psychology of safe educational environment.

Co-chairmen: *Roubtsov V.V., Baeva I.A., Boudreiko N.N.*

Symposium 6. Individual psychological help and complex support of different groups of students.

Co-chairmen: *Vachkov I.V., Zinovieva M.V.*



Symposium 7. Psychological culture and enlightenment of participants of educational process: children, parents and teachers.

Co-chairmen: Doubrovina I.V., Semikin V.V.

Symposium 8. Psychology of personality oriented education.

Co-chairmen: Yakimaskaya I.S., Razinov P.A., Neganova E.V., Podhodova N.S. **Symposium 9.** Modernization of Russian educational and professional development of a teacher.

Co-chairmen: Mitina L.M., Kouzmenkova O.V., Osmakovets E.S.

Symposium 10. Ethnic and religious relations in education.

Co-chairmen: Asmolov A.G., Ermakov P.N., Soldatova G.V.

Symposium 11. Tolerant personality in policultural educational space.

Co-chairmen: Asmolov A.G., Abakoumova I.V., Kroutelva L.U.

Symposium 12. Modern psychodidactics in the context of semantic pedagogics.

Co-chairmen: Abakoumova I.V., Fomenko V.T.

Round-table conference: New ideas in training of psychologists working in education. (innovative educational programmes).

Leaders: Zintchenko U.P., Margolis A.A., Shadrikov V.D.

Round-table conference: Principles and realization of psychological monitoring of educational systems.

Leaders: Alekhina S.V., Yakousheva S.D.

Round-table conference: Psychological problems of new informational technologies in education.

Leaders: Aismontass B.B., Kouravskii L.S.

Round-table conference: Psychological problems of construction of school text books of Russian language.

Leaders: Granik G.G., Soboleva O.V.

9. Work psychology, economic, political and moral psychology in conditions of policy of public reforms.

Curators: Zhouravlev A.L., Demin A.N.

Symposium 1. Macropsychology of modern Russian society.

Co-chairmen: Andreeva G.M., Galazhinskyi E.V., Yurevitch A.V.

Symposium 2. Political psychology of the XXI st century.

Co-chairmen: Kiselev U.I., Shestopal E.B., Yuriev A.I.

Symposium 3. Conflicts, crises and personality in changing world.

Co-chairmen: Demin A.N., Leonov N.I.

Symposium 4. Economic psychology: problems and perspectives.

Co-chairmen: Deineka O.S., Karnishev A.D., Poznykov V.P.

Symposium 5. Interaction of a man with changing social environment: self-self-determination, adaptation, copying behaviour

Co-chairmen: Krukova T.L., Koupreichenko A.B., Chernishev A.S.

Symposium 6. Problem of moral in psychology.

Co-chairmen: Volovikova M.I., Popov L.M., Semenov V.E.



Symposium 7. Work and organizational psychology: ways of development, problems.

Co-chairmen: Strelkov U.K., Zeep A.F., Foukin A.I.

Symposium 8. Identity, self-regulation and adaptation in professional environment.

Co-chairmen: Dikaya L. G., Vorobieva K.I., Yanitskii M.S.

Симпозиум 9. Engineering and psychological, ergonomics problems of modern stage of technics development.

Co-chairmen: Lvov V.M., Manichev S.A.

10. Social psychology and social changes.

Curators: *Dontsov A.I., Labounskaya V.A.*

Symposium 1. Social psychology of personality.

Co-chairman: Kounitsina V.N.

Symposium 2. Psychology of expressive behaviour.

Co-chairman: *Labounskaya V.A.*

Symposium 3. Language and social cognition.

Co-chairmen: Andreeva G.M.

Symposium 4. Psychology of a small group: scientific traditions and social reality.

Co-chairmen: Doubovskay E.M., Sidorenkov A.V.

Symposium 5. Identity and socialization: invariants and transformations.

Co-chairmen: Belinskaya E.I.

Symposium 6. Modern integrative psychology.

Co-chairmen: Novikov V.V., Kaluzhnyi A.S.

Symposium 7. Social and psychological problems of contemporary family.

Co-chairmen: Krukova T.L., Liders A.G., Tasheva A.I.

Round-table conference: Social representations in changing society.

Leader: Emelianova T.P.

Round-table conference: Virtual communication.

Leaders: Zhoukov U.M.

Round-table conference: Encyclopedia of communication psychology.

Leader: Bodalev A.A.

11. Organizational psychology: strategic perspectives.

Curators: *Bazarov T.U., Sidorenkov A.V.*

Symposium 1. Technologies of staff management.

Co-chairmen: Manichev S.A., Zavialova E., Kosheleva S.

Symposium 2. Conflicts in organizations.

Co-chairmen: Allakhverdova O.V.

Symposium 3. Methods of applied researches of organizational psychology.

Co-chairmen: Leonova A.B.

Symposium 4. Social psychology of organisations: subject, methods, perspectives of development.

Co-chairmen: Lipatov S.A., V.A. Shtroo, Sidorenkov A.V.



Symposium 5. Psychology of leadership in organizations.

Co-chairmen: Bazarov T.U.

Master class: Psychological technologies of self help training in organizational environment.

Leaders: Barabanshikova V.V., Kouznetsova A.S.

Master class: Strategies of time-management.

Leader: Bolotova A.K.

Master class: Technology of assessment centre and assessment of leader potential.

Leader: Zankovskii A.N.

Round-table conference: Problems of carrying out organizational and psychological

Researches in Russian conditions.

Leaders: Lipatov S.A., Shtroo V.A.

12. Psychology of Extreme types of activity, guarantee of security and order.

Curators: *Mariin M.I., Mikhailova O.U.*

Symposium 1. Penitentiary psychology: problems and perspectives.

Co-chairmen: Debolskii M.G.

Symposium 2. Theory and practice of psychological work in MIA: present state and ways of development.

Co-chairmen: *Mariin M.I.*, Rean A.A.

Symposium 3. Psychological support of specialists activity in extreme professions.

Co-chairmen: Shoigou U.S., Gourianov U.N.

Symposium 4. Emergency psychological help.

Co-chairmen: Shoigou U.S.

Symposium 5. Military psychology: state and ways of development.

Co-chairmen: Karayani A.G., Ponomarenko V.A.

Symposium 6. Posttraumatic stress.

Co-chairmen: Magomed-Eminov M.Sh.

13. Psychology in the context of culture of the XXI st century.

Curators: Akopov G.V., Skripkina T.P.

Symposium 1. Psychology of cross cultural communications. Cross-cultural studies of transforming Russia.

Co-chairmen: Soldatova G.U., Sharapov V.V.

Symposium 2. Historical and psychological analysis of different types of polycultural unity. Psychological programmes of tolerance and confidence between different ethnos and religions.

Co-chairmen: Skripkina T.P., Bakshoutova E.V.

Symposium 3. «Friends» and «strangers»: stereotypes, prejudices and discrimination.

Co-chairmen: Stefanenko T.G., Efimova O.I.



Symposium 4. Problems of identity in conditions of changing society (**age, ethnic, personality cultural and professional aspects**). Subculture as a mechanism of identity functioning.

Co-chairmen: Sobkin V.S., Egorova A.I., Khotinets V.U.

Symposium 5. Psychology of mentalities and existence of different mentalities in Russian society.

Co-chairmen: Semenov V.E., Akopov G.V.

Symposium 6. Migration as a cultural phenomenon. Psychology which helps to solve immigrants' problems. Ethnic marginalization, polyethnic personality, phenomenon of ethnic loss. Stereotypes and national extremism – organisational and psychological forms, ways and methods of prevention and overcoming. Co-chairmen: Gritsenko V.V., Boronoev A.O.

Round-table conference: Culture and modernization of Russian society.

Leader: Lebedeva N.M.

Round-table conference: Man and society in conditions of globalization. Ethnic and psychological conditions and consequences of social and economic reforms in society. Leaders: Akopov G.V., Nazaretian A.P., Soukharev A.V.

14. Mental health in modern Russia: problems and perspectives.

Curators: Zinchenko U. P., Nepomniashii A.V.

Symposium 1. Psychology of health.

Co-chairmen: Tvorogova N.D., Ananiev V.A.

Symposium 2. Clinical psychology.

Co-chairmen: Thostov A.Sh., Enikolopov S.N., Vasserman L.I.

Symposium 3. Social and psychological safety of a person in informational environment.

Co-chairmen: Zinchenko U.P., Matveeva L.V., Rumshina L.I.

Round-table conference: Culture and pathology of need satisfaction.

Leader: Thostov A.Sh

Round-table conference: Professional identity of clinical psychologist.

Leader: Kholmogorova A.B.

Round-table conference: Emotional and figurative therapy.

Leader: N. D. Linde

15. Psychological practice.

Curators: Tsvetkova L.A., Vasilieva O.S.

Symposium 1. Psychological technologies and technics of personality professional growth. Co-chairmen: Mitina L.M., Thernov D.U.

Symposium 2. Psychological help to children of risky group.

Co-chairmen: Romanova E.S.

Symposium 3. Methodology and practice of psychodiagnostics.

Co-chairmen: Shmelev A.G.

Symposium 4. Theory and practice of training work.

Co-chairmen: Zhoukov U.M.



Symposium 5. Humanistic psychology: limits and opportunities.

Co-chairmen: Grishina N.V., Rumshina Л.И.

Symposium 6. Public health and preventive technologies.

Co-chairman: Tsvetkova L.A.

Symposium 7. Psychology of sports. Methodology и psychology of fighting arts.

Co-chairmen: Ermakov P.N., Taratin I.V., Kouzmin M. I., Grinko V.V.

Symposium 8. Problems of psychotherapy and psychological correction.

Co-chairmen: Sokolova E.T.

Symposium 9. Actual problems of modern behaviour and cognitive psychology and psychotherapy.

Co-chairmen: Galazhinskii E.V., Zalevskii G.V.

Symposium 10. Practice of modern psychoanalysis in Russia.

Co-chairmen: Reshetnikov M.M., Kharitonov A.N., Timchenko G.N.

Симпозиум 11. Psychological consulting and psychotherapy in psychological practice in Russia.

Co-chairmen: Makarov V.V., Kharitonov A.N., Makarova G.A.

Round-table conference: Integration of female Sex identity in psychoanalytic process.

Leader: Pavlova O.N.

Master-class: Supervision: theory and practice.

Leader: Zalevskii G.V. (Tomsk)

16. Youth section

Curators: Netchaev N.N.

Round-table conferences:

1. Psychological support of national projects.

Leaders: Fetiskin N.P., Karpova E.V.

2. Problems of social and state certification of psychological practice.

Leader: Zintchenko U.P.

3. Psychology and Mass media: Partnership for the sake of the future of Russia.

Leaders: Matveeva L.V., Rumshina L.I.

Evening lectures:

1. Klotchko V.E. Laws of development of psychological knowledge: transpective analysis.



Competition “Innovative technologies of the new century”

The competition is held in psychological technologies according to the following sections and nominations:

1) Computerized and instrument psychological methods of measurement:

- “Clinical and psycho physiological methods of diagnostics”;
- “Methods of professional and psychological assessment of personality”;
- «Methods of social and psychological studies of the group”

2) Psychological education and training:

- “Psychological training in education”;
- «Psychological training in organizations and force structures»;
- «Psychological training in public health service and sports».

3) Psychological consulting and help:

- Psychological help to children and adolescents;
- «Family consulting and help»;
- « psychological help in critical situations».

The application and documents should be prepared according to the following rules:

1.1. Application: information about the author: name, age, education, place of work, position, experience in this field; title of technology; terms of elaboration and approbation of technology; the part of competition and nomination you apply for.

1.2. Appointment of psychological technology: aim, possible spheres of application and guaranteed results while using.

1.3. Description of technology:

a) For computerized and instrument technologies: diagnostic parameters and ways of presenting results; units and functions of the programmes / device, technical characteristics of device, sequence of work with the programme /device, language which was used to create it, requirements for PC;

6) for other technologies: sequence of work (stages) with indication to informational and methodical, and technical means, criteria and efficiency indexes of each stage, ways of assessment of efficiency of technology in whole.

1.4. Justification of the quality of technology: description of procedure of elaboration and check of quality of technology, experimental data of validity and safety of technology..

1.5. Exterior testimonies of the quality of technology (not obligatory): responses about technology application , results of independent checks and etc.

1.6. inventor’s certificates (not obligatory): for instance , of Federal service of Intellectual Property, patents and trade-marks.

1.7. Requirements for potential users: a list of users and requirements for them. (education, qualification level, experience in this field).



Results of competition:

2.1. Summing up of results: results of the competition will be declared at the fourth congress of RPS.

2.2. Decoration: prize-winner at each nomination will be awarded by a diploma, and competition winners will receive in addition (from the behalf of expert council of RPS) a certificate of conformity of quality requirements.

Application and documents must be presented:

- 3.1. Specified date: until the 31st of May 2007 .
- 3.2. Volume of documents: not more than 2 p.p.
- 3.2. Requirements for drawing up of documents: Microsoft Word, format A4, margins – 2, print Time New Roman, size –14, interval between lines – 1,5.
- 3.3. The way of applying: application and documents should be presented in printed and electronic type; for computerized and instrument technologies you should prepare demonstration version.
- 3.4. Please send application and documents to the following address:
IVsyezd@mail.ru

Exhibition of Achievements of Practical Psychology

The exhibition is held within the framework of the fourth congress of Russian Psychological society.

The goal of exhibition is to demonstrate scientific and technical potential of psychological society and interdisciplinary fields, to let the specialists and leaders in different social spheres get acknowledged with latest elaborations and the most dynamic trends.

The psychological technologies demonstrated at the exhibition will concern different spheres: economics, education, public health service, power structures and sports.

Exhibition sections:

- recruiting, assessment and career promotion
- assessment and optimization of personal management
- secondary and professional education
- trainings destined to developing communication skills and personal growth
- assessment and help to mental health and development
- assessment and help to endure stress and etc

The exhibition is held within the framework of the fourth congress of Russian Psychological society.(September 2007) in Rostov-on-Don with the support of Russian psychological society, Administration of Rostov region, South Federal University, Minister for Economics and Trade, International communications and foreign economic relations of Rostov region, Managing Body of Federal state Employment Service of Rostov region, Chamber of Commerce and Industry of Rostov region.



General sponsor of exhibition is South Federal university.

Official publication is the catalogue of the exhibition, that will let to get oriented in the flow of scientific and technical works presented.

The exhibition will be covered in mass media.

Conditions of participation: Different organizations are invited to take part in exhibition. We are welcome inventor's approved technologies. The participation will be registered according your application.

Price of one exhibition place (2 square meters, a table, two chairs, general electricity and one electric plug, security charges, publication in official catalogue)- 2000 rubles and 3500 (if you need a computer or other office equipment). The cost of additional information of each technology published at the catalogue is 400 rubles.

You should indicate in your application: organization name (full and abbreviation), information about the author, (name, place of work, position, degree); the name of technology, the period of elaboration and approbation, exhibition section. If you need office equipment, let us know what you exactly need.

The application must be accompanied by a summary describing your technology with the volume of 5000 signs (with illustrations), which will be published in the catalogue.

Specified date: until the 31st of May 2007 .

Requirements for drawing up of applications: Microsoft Word, format A4, margins – 2, print Time New Roman, size –14, interval between lines – 1,5.

Please send application and documents to the following address:

IVsyezd@mail.ru

The entrance for guests is free.



Requirements for publication of theses for congress of RPS

Materials for publication: volume -1 or 2 pages (completely filled 1800 signs and 3600 signs correspondingly). We will accept theses until the 31st of May 2007. The price of publication of one page is 150 rubles (for RPS members) and 350 rubles (for other applicants). The collected volume of materials will be edited and published before the congress opening. Later it will be sent to all leading libraries of RF.

Please send the materials to the following address: **IVsyezd@mail.ru**

Technical requirements for theses: text format with extension for Word 95, 97.

Page parameters: from above -2 sm, from below -2 sm, at the left-2 sm, on the right-2 sm. Interval-single, size-14. Paragraph-1 sm. Print- Times New Roman. You are not supposed to use any tables, symbols, page headers, page marking. The title of theses with name and surname of author should be boldly printed in the center, type the name of the city in brackets. For example:

Problems of decision making.

I.I. Ivanov (Rostov-on-Don)

After the title please make a double interval and then type the text of theses.

Organizing committee is entitled to reject the materials which digress from the congress goals and received after the 31st of May 2007.

Membership payment for congress participation:

Организационный взнос за участие в работе съезда:

300 roubles – for RPS members

400 roubles – for other participants.

Allocation of participants. The participants will stay at hotels, preventoria and dormitories of Rostov-on-Don. The price of booking and living is included into your membership payment. If you prefer to stay at the hotel, you should send us your booking details together with application form.

Materials for publication, application and file with the scanned receipt, please send to the following e-mail: **IVsyezd@mail.ru**

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We are thankful in advance for your interest and co-operation !

We hope you'll inform your colleagues.



Information on the order of presentation of publication

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The original theoretical and experimental works on various branches of psychology and reviews of native and foreign research can be published in the journal.

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