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Methodology and Philosophy of science

Pendurina L.P.

Ideas of the indian philosophy in transpersonal psychologies

The article is devoted to problems of development of transpersonal psychology and the analysis of ideas of the Indian philosophy used by representatives of transpersonal psychology for understanding of consciousness and prospects of development of mentality.

In the article there is considered the model of human consciousness offered by S. Grof, come to light its connections with representations about the world and the person in the Indian philosophical tradition.

The author opens an essence of integrated approach to person of K. Wilber, shows, that the given approach bases on the idea cholarchy. Representation about a reality as cholarchical structure goes back to a substantiation of the world as the Great circuit of the being, formulated for the first time in an ancient philosophy, as well in the Hinduism and the Buddhism.

Key words: *Transpersonal psychology, the Great chain of being, cholarchy, cholotropic breath, the changed conditions of consciousness, spirituality, the Indian philosophy, the Buddhism, lila, sat, chit, ananda.*

In the 80th years XX century a new trend in the Western science, Movement for Development of Human Potential, starts to be formed. A theoretical basis of the given movement is the idea about the Great Chain of Life. The concept of the Great Chain of Life in modern Western philosophy has been developed by American philosopher A.Lavejoy. According to Lavejoy, the given concept was the dominating official concept of a greater part of the civilized mankind during a greater part of its history. For the first time it has been formulated by Platon in the European antiquity as well as Hinduism and Buddhism. Its essence consists that ideal and material life is display world-raising function of the absolute and accomplished Unity. Lavejoy believes, that the idea of completeness of being, its integrity is the main concept allowing to explain the world in its variety of forms and potentialities as being good and accomplished. Owing to this idea such a concept about the intention and structure of the world in which a vast « infinite number of a links, located in the hierarchical order is formed: from the insignificant being balancing on the verge of « not-existence », on « each possible» steps and up to ens perfectissimum, ... up to the highest type of possible kinds of creatures» [2; p. 62]. The reality appears as cholarchy - a developing sequence of concentric circles where each subsequent level surpasses the previous one.



Such understanding of the world is shared by the representatives of Transpersonal psychology.

The term «transpersonal» means the sing that is behind the habitual «body-ego» structure. Transpersonal psychology investigates the experience of hereditary memoirs, mythological images, юнговских archetypes, memoirs from the last life, this experience overcoming the borders of space. Research of this experience assumes the reference to various systems of influence a body and the thinking, expanding and changing the consciousness that allows to look into the very depths of psychology.

By virtue of the fact that the idea about life as integrity and the technics of meditation, leading to the expansion of consciousness, have been developed in the east philosophical systems, transpersonal psychology widely borrows and interprets the ideas of the Indian philosophy in the description and an explanation of the changed conditions of consciousness (CCC).

As the modern researches show, the changed conditions of consciousness («peak experiences» as they were named by A.Maslou), often called mystical, are not the synonyms of a pathology and have nothing in common with psychiatry. They can be present in common people in usual life. Various circumstances and reasons may cause them. For example, power and beauty of nature, its perfection can result in the experience of unity. Pieces of art can cause similar effects. The feelings resembling mystical ecstasy are experienced by the artists, musicians during the specific moments of creativity, the sportsmen reaching outstanding results. All these show the necessity of studying the changed consciousness condition. Especially as the whole cultures, and first of all, the Indian one, did not simply developed psychotechnical practices of the transpersonal condition achievement but declared them as a highest value without which understanding the truth is impossible. As E.A. Torchinov has noticed, «as for CCC we may affirm that they do not refer to psychiatry at all if they do not lead to any destructive influence on the person and his degradation ... » [3, p. 350].

Transpersonal psychology is based on the interpretation of mystical experience. The experience in the given case is understood as mental experience, the sum of mental conditions and experiences in the widest sense of this word. Such understanding of experience still latest back to U.Jams. It is not mere chance that the supporters of such an approach to consciousness call him one of the pioneers of the transpersonal movement.

Jams has put forward the concept of the universal, or pure, experience according to which the experience and the reality are all the same. Pure experience for Jams is an infinite vital stream representing the material for the following its reflection by its subject. The given principle is called «neutral monism»: the substance of the world – is not spirit, not matter, but something preceding both of them. Thus the knowledge appears to be like relation between the two portion of pure experience. The ideas being a part of the experience of the learning subject, help him to communicate. Thus the «the subject – object» relation in the experience is removed, eliminated.

Transpersonal experience is an experience in which the overcoming of «subject-objective» relation is supposed. The achievement of such states cannot be character-



ized as the states of consciousness (in the Indian philosophy they are called адвайтой – non-duality, in Buddhism - jnana - the highest form of knowledge) because consciousness as the product of subject-objective relations disappears. There remains a mental experience in which nothing is given, this is the consciousness as itself, the consciousness feeling itself, experiencing itself as «pure sensibleness» (R.Formen).

Besides, the removing of the subject-objective opposition in pure experience allows to look at the correlation of a part and the whole in other way. Nonclassical science has already shown, that the person is not an autonomous subject resisting the nature and changing it randomes according to his purposes and needs. The person himself is included in the nature and is its organic part. On the other hand, the object is included in the subject as its part through perception and interiorisation as the experienced world. The whole appears to be a complex system of mutual reflection of the subjective and objective sides of the experience. Consequently, the subject in such a system of the whole does not learn objects, but experiences them as an objective component of experience, representing it its turn its subjective aspect.

In pure experience the subject and object envelop some unity which cannot be presented only phenomenally. Here is the conclusion to which most of the scientists of different areas of knowledge investigating a person, come: phenomenally unity is preceded a certain intrinsic unity in which the subject and the object act as the two poles of pure experience. In its turn, the transpersonal experience is a real opportunity of experiencing the unity of ontological basis of the world and of a special, transcendental the subject-objective dichotomy дихотомии, knowledge.

It is possible to distinguish two main lines of research in transpersonal psychology. One is directed on formation of new idea about human consciousness which would overcome limitation and mechanistic character of its Newtonian-Cartesian understanding. The other line is connected with the prospects of the mentality development. Both in this and that cases we deal with the use of the Indian philosophy ideas which enable «to develop» a new understanding of the problems named.

One of the most famous representatives of the transpersonal psychologies S.Grof has developed technics cholutropical breathing, going back to the practice of pranajana in the yoga, using continuous rhythmic breathing for achieving CCC.

The technique of the cholutropical breathing at which the quantity of oxygen in a bark of a brain decreases, has revealed, that a person can experience concrete episodes of a fruit or an embryo life anew, to realize the process of ovule by spermatozoon, to experience going outside space and time limits up to experiencing the unity with all creation and planetary consciousness, to meet archetypical images of the collective unconscious, to restore the past embodiments in the consciousness, to go through the stages of planetary evolution.

Under the influence of this material Grof creates the model of human consciousness which differs from the dominating model of modern natural sciences and corresponds to those ideas which existed in «eternal philosophy». He considers various



spiritual and mystical traditions as «eternal philosophy» - Vedanta, the Buddhism, gnosticism, Christian mysticism and others enlisted above experiences and spheres of life.

In the model of consciousness offered by Grof, the problems of death, sex and a birth play an enormous role as they are particularly connected with the transpersonal sphere irrespective of the fact whether an individual meets the given situations really in life or symbolically during the profound empirical self-research. Having met experience «death – revival» on the perinatal level the person starts to realize that many present problems are mistaken, he begins to feel that life is constant change. Besides, the person feels the picture of the physical world change, the sensation of isolation and absence of connection between the things in the world.

The data revealed by Grof in researching perinatal experience, have shown, that the person can actualize the experiences which are outside the limits of his «biographic» experience. They have also shown the possibility of understanding consciousness not as product of a brain, but of the primary principle of existence.

These discoveries have denied the ideas of modern science about neurophysiological and mental functioning of a fruit, proceeding from which scientists considered, that the formation of memory is possible only after myelination nervous fibres. As myelination of the cerebral neurons shell of newborn is not still over, scientists made the conclusion about the impossibility of recording the experience before and at the moment of giving birth to a child in his memory.

Grof's experiences have also demonstrated availability of communication between the changed of consciousness states and that very picture of the world which is present at the Indian philosophy and confirmed with some modern physics date nowadays.

On the basis of the analysis of various chlotropical state aspects, Grof offers the image of the Universe having direct analogies with cosmological ideas of the Indian philosophy.

So Grof asserts that the Universe, a life and consciousness could not develop without participation of the Highest Creative Reason – the Absolute. Absolute Consciousness may be taken as a certain Unity or as or as Space Emptiness, Nonexistence, nothing. But both this and that is the hollowness of space scale showing absolute completeness because there is everything in it. It contains nothing in the concrete shown form, but comprises all life in its potential form. The material world is the expression of Absolute Consciousness that is why it is maja – illusion. Hence it becomes clear, « that the world of a dense matter characterized by three-dimensional space, linear time and inexorable causality and experienced by us like in usual states of consciousness, by itself has no independent existence. It is not a single true reality as it is represented with a science, it – creation of Absolute Consciousness» [1; p. 45].

Process of creation of the phenomenal world, according Grof, may be understood only through direct personal feeling as well. It represents that thing which is defined as lila or Divine Game in the Indian philosophical texts. Lila is an intricate, extremely



complex cosmic game which takes place at will of the Absolute and inside of it. This cosmic game has vast scales and many levels of measurement. It can be compared with playing chess where the figures, according to the roles, move on a chessboard and create huge number of game situations, or with a kaleidoscope which tube rotation gives endless transformation of new and figures.

Dynamics of cosmic creation, Grof says, cannot be adequately verbally represented, it is expressed in a symbolical form as generation of the images which differs from the source of creation, but keeping communication with it and realizing intrinsic identity with it.

Cholotropic experiences not only give us an adequate picture of the Universe. They also contain practical instructions by means of which it is possible to build the optimal vital strategy allowing a person to realize completely his creative potential. The research of unusual states of consciousness for Grof is the necessary process of understanding the true nature of a man, its spirituality. It is the changed states of consciousness that enable to realize that a person is not «an ego contained in a leather» as A.Watts said. They reveal various aspects of spiritual life measurement for which there are no special terms in modern psychology. According to Grof, spirituality is harmony with all the completeness of being, the integrity of man's existence. It is based on the direct experiences of unusual reality measurements and in contrast to religion it does not require to observe contact with divine in a special place by means of officials.

Thus, spirituality is the experience of unity with a source, Absolute Consciousness. Cholotropic states, allowing to realize this unity, change understanding nature and daily material reality by a man, open such measurements of being that are usually hidden from his perception. They open the sacred nature of daily reality and the unity underlying the material world.

Grof points to the existence of communication between so treated spirituality and fundamentals of quantum physics. The theory of «the Big Explosion», Einstein's four-dimensional spatially-temporal continuum, «hypothesis of words plurality» to which our Universe splits into infinite quantity of universes, D.Boma's idea that the world we know, represents only one aspect of reality, its «obvious» or «developed» order, confirm a reality cholotropic experiences.

Grof is sure that cholotropic breath can resolve deep emotional, moral and other problems of the person. The person participates in the phenomenal world, and this demands from him to accept of the world of a matter. The main thing in this is to not identify himself absolutely with a corporal ego and not to consider the world as a unique reality. Individual's realizing his divine nature and intrinsic emptiness of all the things, being found out in the transpersonal experience, forms the basis of the meta-structure, which enables a person to cope with complexities, problems and losses accompanying its life. The transcendental consciousness connecting a man with the highest realities, helps him to solve vital difficulties.

The transcendental consciousness experience make the possibility to estimate life from the positions of goods and evil. If at an empirical level of person existence the



problem of defining what good is and what evil is, will be fulfilled by means of the fixed everyday criteria, then at the transpersonal level there appear serious questions concerning the nature of good and evil. Violence grows constantly in a modern society - wars, terrorism, power of the modern weapon simply horrifies. Millions of people in the world live in misery, illness and starvation. How can it be correlated with the order reigning in the nature?

Grof's researches have shown, that under cholutropical states the person can experience not only a uniform creative principle, but its good and malicious form separately like two discrete units. The essence of this experience is most deeply expressed in the concept of the Indian philosophy «sat-chit-ananda». Sat-chit-ananda is a definition of true nature of Spirit-Absolute where sat means existence, chit – consciousness, and ananda - pleasure. In Absolute experience the person identifies himself with shining, a boundless, out-of-time state of essence, the being of which is infinite and which possesses infinite consciousness and experiences infinite bliss. Along with these it has infinite ability to create the forms and empirical worlds out of itself.

This experience Sat-Chit-Ananda has a reverse side - a cosmic principle, including the whole negative potential of the Divine, operating as the turned mirror reflection at other levels of being where there is a time loss of primary Divine existence.

A positive quality – Sat – real or infinite being – is transformed into limited existence, birth and death at these levels of being.

The second positive quality – Chit – boundless consciousness, wisdom, reason – corresponds to various forms of the limited consciousness and ignorance. The ignorance means misunderstanding daily life questions, and deception, and incomplete information, and ignorance of metaphysical problems of being. The Indian philosophy and Buddhism paid the great attention to this question, considering that it is ignorance (avidja) that is the reason of suffering.

The third positive quality – Ananda – Boundless Bliss – «overturns» at lower levels of being into distressing emotions, physical pain, anger, fury, feeling of inferiority, depression and other negative ones. The experience of evil in its any form both as huge cosmic shadow and as the fields of sinister energy, and as well as substantial abstraction, allows the person to form a new system of the values. This system is not based on the generally accepted standards but on the knowledge and understanding of the universal of the Universe low according to which the person is an integral part of creation and consequently, doing harm to others, he does bad to himself. Besides the person understands, that evil is included into the texture of being, therefore it is impossible to win or destroy it. However if the man cannot exclude evil from the world order he can change himself and find other ways of overcoming the dark side of being.

The man realizes, he cannot do without experiencing pain and suffering as they are inherent in the incarnated existence and thus are the ontologic characteristic of this world. Moreover suffering is still defined with a karmic past of the person. But the man can influence on the duration and the form of sufferings, reduce their duration



under cholutropical states that facilitates his fate. The man also finds out, that he is not a body – an ego. Cholutropical experiences allow him to identify himself with everything, beginning with one cell of matter up to Absolute Consciousness. Person's life depends on the fact how he sees and imagines himself and it is therefore that there may be more suffering his life or more joy.

The present stage of the transpersonal psychology development is associated with K.Wilber who paid attention to the fact that it is necessary to investigate the person as an integral system in order to understand his physical and spiritual changings and, consequently, to unite western and eastern approaches to the explanation his mentality and consciousness, to transform the ideas of the western psychoanalysis and the ideas of the eastern psychopractics into the integral theory of consciousness spectrum.

Wilber emphasizes the necessity of the integrated approach to a person. The integrated approach is the approach at which the achievements of various fields of knowledge (from physics and biology to art and poetry), different schools of philosophy, anthropology, psychology, psychotherapy, as well as great spiritual traditions of the East and the West are understood not as competitive but as fair only in some separate parts of a full consciousness spectrum, and, therefor supplementing each other.

According to Wilber an integrative approach corresponds to that picture of the world which was build in the science of the second half of the XX century. Modern natural sciences cannot already explain the Universe from positions of philosophical materialism without including (in some fundamental sense) consciousness itself. Still more and more scientists incline to the opinion that the only way to explain the Universe is to believe that it exists «in the consciousness of some eternal spirit» [4; p. 31]. This idea changes opinion about man's consciousness. Wilber affirms that a human person is multilevel manifestation of the integral consciousness as well as in physics the spectrum of electromagnetic waves is considered to be a multilevel expression of one wave. The research of consciousness assumes the interdisciplinary, polymodal and intercultural approaches converging to «the basic matrix» of various stages, structures and states of consciousness which is named by Wilber as «a consciousness spectrum». According to Wilber transpersonal psychology studies the consciousness spectrum most fully. It pays much attention not only to all the aspects of individual psychology and psychiatry, but also deeper and the higher aspects of human experience named overpersonal and superpersonal.

Wilber believes that nowadays studying of consciousness is possible only from the positions of cholarhy. In this case the deepest consciousness of the person is identical with the Absolute reality which is called differently in spiritual traditions: Tao, Brahman, the God. The prime target of evolution of a man and mankind is the realization of a Spirit that is understood as not dual experience. Wilber says that it is not impossible to define the Spirit from the point of view of mentality, it is «suchness, being and the essence of any and every existing» [4; p. 77]. The spirit display itself in a sequence of steps, layers, measurements and levels. In the Indian philosophy such understanding



of the integral nature of spirit was formed in the doctrine about the koshches of Atman – the shells or covers hiding Brahman, in the Buddhism – in the doctrine about the eight vijñānas – the levels of consciousness, each of which represents a more limited variant of an above lying level.

But the person usually acts in the state of the dual consciousnesses for which the division between the subject and the object is characteristic. This state represents one of the lines of consciousness existence. The task of a science today - Wilber calls this task «the project Atman» - is to show that the base of all is Unity (Buddha, God, Atman) and each level of consciousness which is lower than the level of Unity represents the distortion of true universality nature. The person is the expression of the united Absolute and his psychological development has the same purpose as one of nature evolution: achieving ever fields of Unity. Wilber believes that the idea of evolution continuation subjected by many Indian mystics and philosophers is unquestionable.

The further man's evolution is expressed in development of consciousness. The consciousness development assumes exceeding the limits of "ego", disappearance of feeling "I" as separate human essence. According to Wilber the way of transcendence is the way of developing spirituality. Wilber supposes that the concept of spirituality cannot be treated unequivocally as the Indian mystics did. He bases it in the categories developed with the western psychological and psychoanalytic idea, in particular, with neofreudism and Jung. Wilber comes from the fact that there are a lot of lines of the individual development which are coordinated with system of «oneselfness». The term of «oneselfness» is explained by Wilber as the form of development, the form of transformation, the invariable constant from the uterine condition to the God himself, it is the very thing which forms «I». Wilber puts the dual sense in the term «I»: first, "I" is «I myself», a watching one, direct oneselfness and, second, "I" as an observed one, indirect oneselfness. Connected together they are formed into the combined oneselfness. Wilber sees the following stages of the oneselfness development: pleromical, uroborical, tiphonical, oneselfness of membership, egoistical oneselfness, centaurical oneselfness and transformation of oneselfness in thin areas. Development of oneselfness occurs as a result of a disidentification with its current structure of a higher order. Besides, the lower structure is not rejected with the oneselfness at all. It is not just identified only with it. It transcends this structure and can operate with it, simultaneously using the elements of a new arising structure: «Hence, at each stage of growth or development we find out, that (1) a new structure of a higher order arises in consciousness; (2) oneselfness identifies its being with this higher structure; (3) a structure of still higher order appears sooner or later; (4) oneselfness disidentifies with a lower structure and transfers its direct identification to a higher one; (5) by this consciousness transcends a lower structure; (6) it gets able to operate it from higher level; (7) so that all the previous levels may be integrated in consciousness and, finally, in the highest Consciousness » [4. p. 288].

Thus, during the development "I" of one stage becomes an indirect "I" of the following stage, that is with what the person identifies itself (or in what he is completely



included) at one stage of development, at the following stage is, as a rule, surpassed by him.

Besides Wilber does not reject understanding the spirituality formulated by the Indian philosophers-mystics who believe that spirituality forms its separate line with its own expansion. In this case spirituality exists only in higher spheres and can develop only after the lowest spheres realization. Spirituality in such understanding is the level of development on which a subject is guided by his highest interests.

Hence, recognizing all the approaches developed by the European science for an explanation of consciousness, Wilber believes that they will be incomplete if to exclude from them the eastern traditions which affirm that usual consciousness is the narrow and limited version of higher and deeper forms of comprehension. To awake these forms, special practices, for example, yoga and meditation are necessary. Also it is necessary to consider a role thin energies (in the Indian philosophy – a prana, in Chinese one - chi) which play a special role in consciousness and its activity, and are «the missing part» between intentional intelligence and a physical body. Wilber insists on the idea that the researching of consciousness at modern stage requires new psychology. Such psychology would offer a way of uniting the East and the West, ordinary and substantial, orthodox and mystical, and it would include a lot of approaches – from Freud up to the Buddha, from a Gestalt-psychology up to Shankara, from Piaget up to yogachara, from Kolberg up to Krishnamurty and offers such a model.

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Chekriquina T.A

Particularities of personality identification in the contemporary socio-cultural conditions

The central goal of this article was to examine particularities of personality identification in the contemporary socio-cultural conditions. We have made theoretical analysis of the problem and we cite the results of our own research of personality identification in the groups of respondents from 12 to 20 years old. We suggest that the contemporary Russian culture can be characterized as a new type of communitarian culture and we find certain tendencies of post-industrial development in this culture. These theoretical propositions are supported by statistically significant data, received in the course of the study of particularities of personality identification in the contemporary socio-cultural conditions in The South Region of Russia.

***Key words:** cultural dynamics, socio-cultural approach to cultural dynamics, communitarian culture, socio-cultural conditions, vitally important sphere, personal identification.*

The optimal approach for researches in the contemporary socio-cultural conditions of personal identification in the context of social interaction is the socio-psychological approach of cultural dynamics. Methodological basis of this theoretical research of socio-cultural determinants of personality identification is the historical principle. Its main postulate is to examine the man in all the forms and ways of his development, as a socio-cultural subject and as a spiritual and material being at the same time. "Development, dynamics are the main instrumental principles in the methodology of the historicism, including all the forms of the real world changes, fixing the reality of these changes in our environment, showing the significance of this development, treating the development (human reality among others) as a value. That is the reason why the ideology of the historicism is of fundamental importance for the studies of laws of man's main abilities within time and cultural space at different stages of man's life" [7, p. 133].

"To find the perspectives of the socio-psychological approach of cultural dynamics, points out Kashima I., is absolutely necessary to formulate clearly the conception of culture" [2, p. 516]. Universal feature of any culture is the unity of traditions, containing elements of cultural inheritance: ideas, values, customs, attitudes, norms, which are kept and transferred from one generation to another, and updatings, changes and creativity. The system of traditions reflects the integrity, stability of society organism. It



is forbidden to interfere, because sophisticated cultural mechanisms can be damaged. In such a situation a person with inner desire for stability and confidence in the future is extremely frustrated. In sixties E. Fromm and G. Markuse stipulated that contemporary society is depriving the personality of Superego's support, because Superego is destructed by the absence of traditional moral principles [10, p. 97].

One of the most wide-spread criteria, the cultures differ from each other, is based on the fact that the system of values, accepted in the one or the other society, brings to the foreground individual self-control and personal achievements or public obligations of solidarity. According to this criterion the cultures are divided into individualistic and collectivist ones [3, p. 249]. Individualism is the conception, establishing the priority of personal goals in comparison with group goals. Therewith self-identification is based on personal attributions instead of group identity.

Collectivism is the conception, giving priority to the goals of one or another group (as a rule, this is the family or working group) in comparison with personal goals. Personal identification follows this rule. Thus, Harry Triandis, Richard Brislin and Harry Gooi, show in their researches how embedded in culture individualism (or collectivism) affects Self-concept, social relationships [3, p. 250].

The main problem and difference of these conceptions is the problem of personality development, Self-concept formation and the problem of identification and self-identity. Individualism and collectivism are consequences of certain social conditions.

People differ from each other by their Self-concepts. Some people, especially in western cultures, accept the conception of independent Self, others, specifically in Asia and in the cultures of eastern countries, interdependent Self. Does Self-concept become more individualized when the East meets West? Some researchers, hoping to consolidate the best from collectivist and individualist values, try to substantiate the concept of communitarism, that must find balance between the rights of individual and the right of the society for prosperity. "They propose something middle between individualism of the West and collectivism of the East..." [3, p. 252].

In our research of socio-cultural determinants of personality identification, which was held in the South region of Russia, in Touapse during 2000-2005, using a sample of 1140 participants at the age of 12 to 20, we received the following data, testifying that the features appeared in Russian culture characterize it as a communitarian culture.

In our opinion, it was obvious if we take into consideration N.A. Berdiaev's words: Russia is "West and East, a separate part of the world, independent cultural phenomenon." [1, p. 9].

The main goal of our study was the search for possibilities of forming socio-cultural identification in the context of social interaction in present conditions.

First of all we examined features of forming and types of the formed identity, analyzed the main socio-cultural values, vitally important spheres, which are the objects of identification, carried out the comparative analysis of received data according to age criterion.



In the course of our study we received information, which reflects alarming symptom: our culture loses its traditional character that was a basic feature, the standard for personal identification. The answer to the question about traditional character of their relationships varies in different age groups: 22,2 % of respondents at the age of 12, 33,3% of respondents at the age of 13, 29,8%, of respondents at the age of 14, 33,8% of respondents at the age of 15, 14,3% of respondents at the age of 16, 30,8% of respondents at the age of 18 consider the traditional character as their personal trait. As we have already mentioned, the loss of traditional bases negatively affects personality development, due to deformation of «Super-ego», demobilize the will and interfere into creation of integrated Self-concept. With this theoretical analysis of the problem in mind, we can note that the destruction of traditions leads to deformation of cultural forms, which in their turn negatively affect cultural forms of thinking. This negative influence of socio-cultural changes needs further examination, because we cannot make a generalized conclusion based only on our study in one region taken separately, we are able only to point out that the study of this aspect is urgent nowadays.

In our study we have verified the hypothesis that standards of identification vary greatly according to the age criterion. Thus at the age of 12 to 18 we can observe restriction of vitally important spheres, as objects and standards of personal self-identification. After analyzing data, received using the method of sample comparison according to the intensity of attributes and the correlation of control variables, we have found 23 vitally important spheres, derived in the course of content-analysis, such as: culture, society, knowledge, nature, love, friendship, religion and etc. At the age of 12 the adolescents consider prevalent and pressing 12/18, at the age of 13– 17/22 (almost all of them), at the age of 14– 7/16, at the age of 15– 5/13, at the age of 16– 0/3, at the age of 17– 1/3, at the age of 18– 1/2 / 1. The factor analysis showed two significant factors of vitally important spheres, as standards of personal identification.

One of them represents the interrelation of culture, information, art, traveling, nature, religion and society. Such spheres as spare-time, family, property, wealth, power are included in this factor. Another factor combines such spheres as good job, education, love, friendship, money, knowledge. This last-named factor is of great importance, it is the reference point of personal identification in contemporary socio-cultural conditions.

This data partially confirm general contrary hypothesis, advanced in researches of social identification, under the supervision of V.A. Yadov at the Institute of Sociology of RAS during 1991-1994, about appeared tendency of society development according to post-industrial type, characterized by the predominance of goal-oriented and rational reference points of personal identification. The conducted studies demonstrate that under conditions of social crisis protective function of identification dominates the functions of self-expression and self-actualization. After overcoming the crisis situation the second function will be reinforced. Dynamics of corresponding significance of the objects of socialization depends on dynamics of overcoming of social and economic crisis. The development of mixed economy, market relations, development of



the non-state property will stimulate the reinforcement of goal-oriented mechanisms of identification and attenuation of value-oriented ones [11, p. 589].

So, according to the data of our study, there is a tendency of dominance of goal-oriented and rational reference points (factor 2), which have positive weak correlation with value-oriented reference points (factor 1) of personal identification. This testifies that new tendencies appear in socio-cultural space, typical for post-industrial type of society development. Orientation to the vitally important sphere "knowledge" is one of basic features of post-industrial society. However the post-industrial society also appreciates another important sphere, composing along with knowledge the main feature of post-industrial society, information. But our respondents ignore it or express distrust to its validity. Overwhelming majority of respondents (83% - the age group of 15, 16,17,18) only admit as the true information, the information downloaded from "Internet". "Knowledge" positively correlates with "education", but it is not true for all age groups, as the possibility to receive valid information and as the sphere of the key activity where you can actualize your possibilities and abilities. "Education" positively correlates with "good job" as the possibility of well-being.

The results of our study also confirm the theoretical and empirical conceptions of A. Vatterman, who suggests that identification is not a single act, but series of interdependent choices, through which the person accepts personal goals, values and believes. The works by A. Vatterman are mainly concentrated on value-will aspect of identity development. A. Vatterman thinks that identification is closely connected with personal identity, including the goals, values and believes, that person follows.

The goals, values and believes are elements of identity according to A. Vatterman. They are formed as the result of the choice between different alternatives in the circumstances of identity crisis period. They become bases for life direction, for meaning of life. In accordance with A. Vatterman's model identity development is not a linear process, it can go backwards, because it may return to a lower level. Even after achieving an identity, the man can experience a crisis and return to a diffusional state. The feeling of determination, complete identity gets destructed while values and believes loose their vitality, stop complying with requirements of the environment. If the person is able to cope with this crisis, then the person achieves again the identity. But if the person doesn't want to notice the changes and make efforts for personal research - then arises the danger of plunging into a diffusional state [4, 213].

We would like to underline that the results of our research confirm the existence of age identity crises, corresponding to age periodization by L. S. Vigotskii these are crises of 13 and 17. The crisis of 13 we call the crisis of identity sensitivity. Among large orientation to different standards, behavior patterns, "Nature Worlds" dominates and it transfers into "Belief world" and makes actual "World of Love and Friendship". The age of 13 is illuminated by "Belives"-it is saint and it is where romantic feelings and morals result from. At this age children are small personalities, they distinguish themselves from the nature and rush to the world of friendship and love. They are oriented to the society, to the interaction with other people, in which "Culture" along with "law and



right" plays the managing and control function, it is vitally important sphere of life. We realize that this age is the period of contacts with society with the help of family and parents. The perception of social environment depends on the family, parents and close friends. Children of this age name the family in their self-reports as a vitally important factor of their existence.

Crisis of 17 is first of all the crisis of socio-cultural identification. The person is open for direct contact with social environment. And social environment (our socio-cultural space) acts as an aggressor towards the youth. Self-concept, which is not completely formed, is exposed to aggressive impact of social environment. And as consequence we find nihilism and alienation from society. In our research it is reflected in the ignorance of society, information, (we mean mass- media), culture. The complete ignorance of pop music as a very aggressive factor, deforming personal identification. As a result at the age of 18, we observe the formed existential Self-concept with transcendence identity leading to unconscious alienation from socio-cultural space and plunging into existential values. It reveals itself in the choice of the "world of Love and Friendship" along with actualization of cognitive interest.

At the age of 16-17-18 they don't choose such categories as "People", "Society", "Culture" "Art", "Believes". We did not find the positive correlation between "Knowledge" and "Education" among 16-17 years old respondents, besides among 16-17-18 respondents there is no positive correlation between such categories as "Education", "Knowledge" and "Information"; we also can find reverse correlation between actual spheres as "Love" and "Friendship" and the sphere of "Law and Right". This testifies the fact that at this age these spheres are pressing and problematical. Identification with these spheres evokes significant difficulties. For instance, the education in contemporary socio-cultural conditions is a serious problem, which children start to realize from the age of 16 or maybe even earlier.

Love-Friendship-Knowledge are standards of youth identification.

The studies of femininity, masculinity and androgyny patterns according to Bem's method MF let us distinguish two age periods of crisis of sex identity and achievement of psychological identity - they occur at the age of 13 and 17. At the age of 13 children sharply change the orientation corresponding to their biological sex to androgyny patterns. At the age of 14 we continue to observe the incompatibility of psychological identity to biological sex, there is a distinctive deformation of sex identity, especially among girls (girls demonstrate masculinity patterns more often than boys demonstrate femininity ones, boys' femininity patterns are very rare) . At the age of 17 they demonstrate normal psycho-physiological orientation, the rate of androgyny is still high, but incompatibility of psychological identity to biological sex decreases. This tendency is reinforced up to age of 18. It is necessary to underline that incompatibility of psychological identity to biological sex have insignificant validity coefficient, so we can not make any conclusions. The date about the growth of androgyny have a very significant coefficient ($C3 = 0,68$), that testifies his high statistic validity. According to wide-spread conceptions, the individual is not obligatory representative of clearly de-



veloped psychological femininity or masculinity. The personality can absorb femininity and masculinity patterns. People of androgyny type combine both features harmoniously. They suggest that this kind of integration of femininity or masculinity features increases the possibility of adaptation. Besides the softness and concessions in social contacts, the absence of highly expressed dominant and aggressive tendencies do not result in reduction of self-esteem, on the contrary they are displayed alongside with high self-esteem, self-respect and self-objectification. In the studies (Lau Sing, 1989) it was showed that androgynes do not rank below male type in self-esteem or assessment of academic achievements or their own appearance [5, p. 112].

We think that observed tendency of androgyny pattern increase, which has according to our data, age dynamic, counts in favor of the hypothesis that androgyny as a psychological type, including the features of femininity and masculinity, is consciously formed as the way of more efficient adaptation to socio-cultural conditions. Nevertheless, there are some studies, assuming, that individualist cultures, particularly western cultures are characterized by "male character", masculinity is its typical feature (Richard Tarnass) [9, p. 237], and the collectivist cultures are characterized by femininity, for instance, Russia is characterized by female type of culture (N.A. Berdiaev, V.S. Soloviev, V.V. Rosanov) [6, p. 54]. Display of psychological androgyny indirectly testifies the appearance of communitarian features in the modern culture. The analysis of personal traits as standards of identification, typical for individualist and collectivist culture, also confirms that there is a tendency to create communitarian type of culture, combining individualist and collectivist features. We would like to attract your attention to the fact that studies of individualism and collectivism became very popular in cross-cultural psychology (M.H. Bond & Smith, 1996; Smitf & Bond, 1999). and have influence on social psychology. [3; 254]. Thus, our research showed the positive dynamics of personality development of adolescents, girls and boys, the representatives of new generation and the tendency of forming positive Self-concept through orientation to socio-cultural values. Perhaps we deal with a new variant of socio-cultural development, which distinguishes greatly from West Europe. It is based on integrity of traditional Russian culture and the main features of post-industrial, informational civilization of the West, America and eastern technologies. Based on empirical data we can say that in spite of the numerous studies of personal identification, this problem has a lot of unexplored aspects that's why it still has the status of "strategic problem" [8, p. 74].

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Beck hopelessness scale: dimensional structure and its determinants

This study examines the dimensional structure of the Beck Hopelessness Scale and its determinants. 596 primary school pupils aged 12-15 years and 474 pedagogical university students aged 19-22 years filled in the Polish version of the Beck Hopelessness Scale with 4 points "agree-disagree" response options. Two factor-analytic models were tested. One-factor structure (hope-hopelessness as one bipolar dimension) has best parameters in sample of pedagogical university students while two-factor structure (hope and hopelessness as two relatively independent dimensions) has best parameters in sample of primary school pupils. The findings are analyzed in light of the hypothesis about dependence of the dimensional structure of the affect on the cognitive development level and on the total affect variation. The data obtained in this study correspond the second of these hypotheses.

Key words: hope, hopelessness, dimensional structure.

The Beck Hopelessness Scale (BHS) is a 20-item instrument conceived as a measure of the extent of negative attitudes about the future [1; 2]. Eleven items reflect hopelessness\ pessimism (e.g., "My future seems dark to me") and nine items reflect hope\optimism (e.g., "I can look forward to more good times than bad times") (see appendix). Hope items are reverse scored. BHS was developed and is still used mostly as a one-dimensional measuring instrument. Meanwhile some authors obtained data which count in favour of two-dimensionality of techniques structurally similar to BHS. I mean one-dimensional scales containing both items related to the title emotion and items related to the inverse (opposite) emotion which rating is inverted during the final result determination. E.g., a well-known Rosenberg Self-Esteem Scale had been developed and was used as a one-dimensional one [18]. Yet a factor analysis carried out later by other authors (e.g., [21]) revealed two unipolar dimensions: negative self-image (e.g., "I feel I do not have much to be proud of") and positive self-image (e.g., "I take a positive attitude toward myself"). Life Orientation Test [19] – a technique similar to BHS in both structure and substance – has comparable history. During a later research [14] in the structure of this optimism test with one-dimensional conception two orthogonal factors – optimism (e.g., "In uncertain times, I usually expect the best") and pessimism (e.g., "Things never work out the way I want them to") – were also



discovered. The same attempts were made with regard to BHS. In the above research by Marshall et al. [14] two-factor structure the following kind was discovered. The first factor included loadings of eight (out of eleven) hope items, the second factor included loadings of seven (out of nine) hope items; and the loadings of the rest five items were either included into both the factors or revealed affiliation with neither of them. To put it otherwise, the above-mentioned work resulted in developing a new structure intermediate between one- and two-dimensional ones.

There are conceptions which allow assuming that BHS as well as any other technique of this kind (statements corresponding to positive and negative emotions) may prove to be either a one-dimensional technique or a two-dimensional one depending on the population under study. W. McDougall in his time [16] worded the conception according to which a person alongside with his/her cognitive functions' development acquires ability to simultaneously experience both positive and negative emotions, which on earlier stages of development stand as alternatives. For instance, the emotions of fear and interest are alternative experiences for children and animals; while at higher levels of cognitive development these emotions may be experienced simultaneously. Similar ideas are proposed by other authors (e.g. [6; 12; 15]). So, this conception supposes that in a sample with lower level of cognitive development there should be a stronger inverse correlation between indexes of positive and negative emotions than in the sample with higher mean level of cognitive development. Thus, in the first of these two samples one-dimensionality of affect will be more likely revealed while two-dimensionality of affect is less probable. In the second sample the situation is to be inverse.

But data were gathered from primary school pupils and pedagogical university students (more detailed description of sample look below) contradict such assumption [7; 8]. Choosing here for the analysis the data I proceeded from the fact that students have higher level of cognitive functions development as compared to primary school pupils. The factor analysis of data got in pupil sample (Table 1) revealed the following situation. Two-factor solution has good statistical parameters which are indicated by mean factor loadings and percent of explained variance. In the first factor, hopelessness items have relatively high loadings ($M = 0.54$) and hope items have considerably lower loadings ($M = -0.12$). In the second factor hope items have relatively high loadings ($M = 0.52$) and hopelessness items have lower loadings ($M = -0.12$). One-factor solution is quite applicable in this population too: both hope items (positive values) as well as hopelessness items (negative values) have high factor loadings. However, this model is characterized by lower percent of explained variance: 32% for two-factor solution vs 23% for one-factor solution. Besides mean factor loadings of hope items while switching from two-factor model ($M = 0.52$) to one-factor model ($M = 0.41$) significantly decreases ($p < .01$). The results of factor analysis got in student sample (Table 1) revealed another pattern. In the two-factor model both high and low factor loadings are distributed almost randomly between the two factors, i.e. hopelessness items and hope items have almost equal strength of correlations with each one of



these factors. One-factor model has different parameters: both hope items (positive values) and hopelessness items (negative values) have relatively high loadings.

Table 1

**Factor Loadings for Pupil Sample and Student Sample;
principal components, varimax rotation (adapted from [8])**

Items	Pupil sample			Student sample		
	Two-factor solution		One-factor solution	Two-factor solution		One-factor solution
Pos 1.	-0,29	0,45	0,50	-0,54	0,40	0,67
Pos 3.	-0,07	0,41	0,30	-0,05	0,52	0,37
Pos 5.	-0,16	0,53	0,44	-0,62	0,07	0,53
Pos 6.	-0,28	0,55	0,55	-0,60	0,24	0,62
Pos 7.	0,07	0,53	0,26	-0,54	0,08	0,47
Pos 10.	-0,03	0,45	0,29	-0,34	0,15	0,36
Pos 13.	0,04	0,58	0,31	-0,12	0,46	0,38
Pos 15.	-0,21	0,62	0,53	-0,63	0,35	0,71
Pos 19.	-0,15	0,59	0,47	-0,42	0,32	0,53
Neg 2.	0,58	-0,09	-0,52	0,19	-0,63	-0,54
Neg 4.	0,20	0,00	-0,16	0,45	0,25	-0,19
Neg 8.	0,51	-0,35	-0,61	0,64	-0,39	-0,74
Neg 9.	0,49	-0,18	-0,50	0,40	-0,34	-0,52
Neg 11.	0,62	-0,14	-0,58	0,64	-0,29	-0,68
Neg 12.	0,60	-0,05	-0,51	0,52	-0,52	-0,73
Neg 14.	0,50	-0,05	-0,43	0,62	-0,28	-0,66
Neg 16.	0,65	-0,10	-0,59	0,41	-0,59	-0,69
Neg 17.	0,65	0,02	-0,52	0,40	-0,62	-0,70
Neg 18.	0,56	-0,26	-0,61	0,66	-0,38	-0,76
Neg 20.	0,60	-0,17	-0,59	0,15	-0,70	-0,56
Variance	18%	14%	23%	24%	17%	35%
Mean neg	0,54	-0,12	-0,51	0,28	-0,28	-0,39
Mean pos	-0,12	0,52	0,41	-0,42	0,29	0,51

Note. Neg = hopelessness item (see appendix); Pos = hope item; Mean neg = mean factor loadings of hopelessness items; Mean pos = mean factor loadings of hope items; Loadings of $|0.40|$ and greater are in boldface.

Factor analysis of the data obtained in primary school pupil sample allows interpreting the current technique as either a one-dimensional hope-hopelessness scale or a two-dimensional hope and hopelessness scale. At that two-factor solution has better statistical characteristics than one-factor solution. Factor analysis of the data obtained in student sample proved that two-dimensional approach to BHS serves no purpose in this case. One-factor model seems different: it is better arranged and al-



lows well-founded interpretation of this scale as a one-factor scale. Correlations between the indexes of major variables in student and primary school pupil samples correspond to the factor-analytical patterns: in the student sample it indicates a higher degree of contrast between hope and hopelessness ($r = -0.72, p < .01$) than in primary school pupil sample ($r = -.40, p < .01$) and this difference is significant ($p < .0001$). In other words, contrary to expectations arising from McDougall's concept [16], individuals with higher cognitive development have one-dimensional positive-negative emotional structure, whereas individuals with a lower cognitive development have two-dimensional structure.

In order to find a different view of these data I referred to well known inverted-U hypothesis as dominant theoretical view in explaining the arousal-performance relationship [23]. This hypothesis specifies that good performance in a given task is achieved when a moderate arousal level is reached, whilst too high or too low arousal would result in decreased performance. How is this hypothesis linked to the data obtained in the study? The following considerations seem relevant to the problem; they suggest that the degree of affect levels dispersion in a sample influences the dimensional structure of the affect. Students are former pupils. When school pupils, most of them were more successful in their studies in comparison with their classmates and that was the ground of their entering the Higher School. We may presume that one of major factors of their success were individual psychical features which stipulated for the moderate level of emotional arousal (neither very high nor too low). That is why a lower variation of emotional activation is expected in the student sample as compared to the school pupil sample. In case we regard total emotional activation as integration of positive (P) and negative (N) emotional activation [4; 13] then we can operationalize in the way P+N (total affect) as it was done by a number of authors (e.g., [3; 11]). In case with BHS we can regard the sum of hope score and hopelessness score as total affect index. If such operationalization with activation is permissible, then according to the abovementioned assumption lower standard deviation (SD) for this total affect index (P+N) is to be discovered in the student sample as compared to the school pupil sample. Let's check up this of a hypothesis, using the primary empirical material received in above described research.

METHOD

Participants

Data were gathered from 596 primary school pupils (6, 7 and 8th forms) aged 12-15 years and 474 pedagogical university students (1st year students) aged 19-22 years.

Questionnaire

Polish version of the Beck Hopelessness Scale [5] was used. Responses to BHS were given on a 4-point scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree). We computed hope score (mean for the values of the 9 items reflecting hope) and hopelessness score (mean for the values of the 11 items reflecting hopelessness). The Cronbach alpha reliability coefficients for the hope subscale and the hopelessness-



ness subscale were .70 and .80, respectively in primary school sample and .76 and .88, respectively in pedagogical university sample. Following Bradburn [3] (1969; see also [10; 11]), we computed two additional indexes: positive-negative balance score (balance = hope score – hopelessness score) and positive-negative total affect score (total affect = hope score + hopelessness score).

RESULTS AND DISCUSSION

We can see standard deviation for total affect is higher in pupil sample, than it is in student sample (Table 2). The difference is significant. It may be proved that both two-dimensionality of BHS in pupil sample and one-dimensionality of BHS in student sample highly probably follow from this very fact (under one additional condition). Statistics states that the correlation between two variables may be considered as the ratio of standard deviations for their sums and differences (e.g. [17]; see also [9]). If SD for sums is lower than SD for differences then there is inverse correlation between the variables. The more the difference between these two values (SD for sums and SD for differences) is, the stronger is this inverse correlation. Hence, the data represented in Table 2 may be understood as follows: due to higher variation of total affect in the pupil sample in comparison with student sample and due to absence of differences between the samples in SD for balance (this is the abovementioned additional condition) the strength of inverse correlation between hope and hopelessness is lower in the first of these two samples as compared to the second one. The latter one in its turn is a probable explanation of the fact that in pupil sample a two-dimensional factor structure of BHS was obtained while in student sample it was one-dimensional.

Table 2

Descriptive statistics for the hope-hopelessness scale indexes in pupil sample and student sample

Index	Means			Standard Deviation		
	Pupil sample	Student sample	<i>p</i> <	Pupil sample	Student sample	<i>p</i> <
Hopelessness (N)	2.01	1.98	<i>ns</i>	0.48	0.46	<i>ns</i>
Hope (P)	2.96	2.87	.0005	0.45	0.39	.0025
Balance (P-N)	0.95	0.89	<i>ns</i>	0.78	0.79	<i>ns</i>
Total affect (P+N)	4.97	4.85	.0001	0.51	0.32	.0001

Note. Significance levels (*p*) in data columns 3 and 6 refer to tests for the equality of dependent means or dependent standard deviation.

In other words, the data obtained in the study testify that interdependence degree between positive and negative emotions, i.e. one-dimensionality or two-dimensionality of scales designed for evaluation of them (such as BHS) may be determined by the degree of differentiability of population in total emotional activation (total af-



fect) parameter. An interesting fact is that according to data represented in Table 2 the difference in SD for total affect is mainly contributed by SD for hope. This fact may be understood as complying with the idea that intermediate hope-optimism level is the most functional one whereas too low or too high level might decrease performance (e.g., [20; 22]). There is still one question that remains unanswered: why we did not obtain this kind of data for hopelessness-pessimism. As for McDougall's hypothesis [16], I still consider it theoretically convincing and requiring further development and verification, despite it was not proved in the present study. Though, with regard to the data obtained in this study, the limits of this hypothesis' performance might appear not as broad as they seemed to be *prima facie*.

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Appendix

Hope-hopelessness scale items

Pos 1.	I look forward to the future with hope and enthusiasm.
Pos 3.	When things are going badly, I am helped by knowing that they cannot stay that way forever.
Pos 5.	I have enough time to accomplish the things I want to do.
Pos 6.	In the future, I expect to succeed in what concerns me most.
Pos 7.	I happen to be particularly lucky, and I expect to get more of the good things in life than the average person.
Pos 10.	My past experiences have prepared me well for the future.
Pos 13.	When I look ahead to the future, I expect that I will be happier than I am now.
Pos 15.	I have great faith in the future.
Pos 19.	I can look forward to more good times than bad times.
Neg 2.	I might as well give up because there is nothing I can do about making things better for myself.
Neg 4.	I can't imagine what my life would be like in ten years.
Neg 8.	My future seems dark to me.
Neg 9.	I just can't get the breaks, and there's no reason I will in the future.
Neg 11.	All I can see ahead of me is unpleasantness rather than pleasantness.
Neg 12.	I don't expect to get what I really want.
Neg 14.	Things just don't work out the way I want them to.



Neg 16.	I never get what I want, so it's foolish to want anything.
Neg 17.	It's very unlikely that I will get any real satisfaction in the future.
Neg 18.	The future seems vague and uncertain to me.
Neg 20.	There's no use in really trying to get anything I want because I probably won't get it.

Note. Neg = hopelessness item; Pos = hope item. The items were presented in the order shown in [1], and not in the order given here.



Psychology of creation

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A person's peculiarities of style of thinking in innovative process*

The results of theoretical problems of perception and innovative technologies introduction are presented. The results of empirical research of personal qualities and psychological readiness of people included in innovative processes are described. The presence of the expressed distinctions in development of inclination to risk and a rigidity level of people having a high level of psychological readiness for perception of innovations is shown.

The data of empirical researches of managers and employees of the building organizations with different attitude to innovative introductions are given. The special attention is paid to the research of these employees' style of thinking peculiarities. It is established that people, accepting innovations, have a high level of inclination to risk and a lower level of rigidity unlike people disposed to treat to innovative introductions skeptically or negatively. It is shown that successful managers, easily perceiving and introducing innovative technologies, are characterized by prevalence of initiative and practical style of thinking. In motivational sphere of these people the orientation on a problem, connected with the presence of aspiration in achievement of success, dominates. The authority motive, the need for achievements and the orientation on itself prevail among the managers with administrative style of thinking.

Keywords: innovations, innovative process, psychological readiness, style of thinking, a problem, risk, rigidity, motivation, criteria of success, an orientation of a person.

Nowadays practically in all spheres of life innovative processes connected with introduction of new technologies are enough intensively developed. In such conditions a person rather often gets in a situation of the uncertainty, concerning substantial, productive and personal, intellectual aspects of his professional work. This situation means a personal contradiction; the essence of this contradiction is, on the one hand, in that, that in society, in professional work there is an objective necessity for innovative process which, on the other hand, assumes the necessity of personal and intellectual changes. In this connection, the social problem of the innovations

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introduction gains psychological qualities, provoking to understand the psychological mechanisms of innovations acceptance, personal and intellectual resources of a human being which is ready to the transformation of oneself, one's activity and life.

Innovations, innovative technologies now draw an increasing attention. The introduction of innovations promotes development of different spheres of a person life activity. In O. S. Sovetova's (2000) opinion, just the innovations act as a form of operated development [22]. The central place in the innovative transformations system belongs to new technologies. The majority of authors define technological innovations as «a complex system by means of which an idea or an image turns to an object of commercial activity» [9, p. 20].

Foreign and native researchers have tried to construct a single theory of the innovative process which covers it (the process) in interrelation of all its stages: generation of idea, applied development, manufacture, sale, operation. It has been shown that efficiency of the innovative process is provided not so much with productivity of each stage, as with reliability of "joints", speed of conversion from any previous stage to the following. It is noticed that the success of one innovation prepares the ground for success of the following, and vice versa: «innovative fear» is more often a consequence of failures with the previous innovations. One of the most important conclusions for us is that the perception of the innovations is influenced by a level of psychological readiness of a person to acceptance of various changes [22].

It is clear, that the efficiency of the innovative changes depends on their acceptance by people getting in a zone of the innovative introduction. The generalized analysis of the innovations introduction allows to speak that for successful realization of the innovative project it is necessary to find out initially what problems of people the innovative technology can solve, to suggest them to take part in the realization of the project, to take into account their wishes, to make the information opened with a feedback between innovators and users of the future system. That is, to prepare the ground for the innovation introduction both above (managers) and below (last users).

In P. Drucker's opinion, in connection with the fact that the essence of innovative activity is the entry of dynamism into the "steady" economic order, the creation of uncertainty and risk of a higher level [9], innovations can lead to changes of traditional type of thinking and life style. What consequences of social innovations will be, it generally depends on psychological readiness of a person for their acceptance.

A. L. Zhuravlyov has suggested to distinguish various social – economic types of people according to their attitude to organizational-economic innovations depending on intensity of three psychological components display: psychological readiness for innovations (a motivational component); preparation for life activity in new conditions (knowledge, skills, experience, etc.); real activity (action, acts, activity) [4].

Various combinations of desires, knowledge and actions have allowed to A.L. Zhuravlyov to divide people into following social – psychological types:

- 1) «active reformers» (they want economic changes, they can work in new conditions and operate actively);



- 2) «passive reformers» (they want, they can, but don't operate);
- 3) «passively-positively concerning innovations» (they generally want changes, but they can't and don't operate);
- 4) «overcoming themselves» (they can and they operate, but don't want changes);
- 5) «inefficient» (they want and operate, but can't);
- 6) «waiting» (they can, but don't want and don't operate);
- 7) «blind executors» (there is no an expressed desire, they can't, but they operate in a direction of changes by means of others);
- 8) «passive opponents» (they don't want, they can't and don't operate);
- 9) «active opponents» (they don't want, they can't and they operate against changes) [4, p.10].

In N. A. Ilyina's (1985) opinion, a person's attitude to a new depends on affect of mechanisms of social perception and a human's personal qualities. The display intensity of each of three psychological components (motivational, cognitive and behavioral) influences the innovations perception owing to what people perceive the same changes in different ways [22]. To our mind, for efficiency of the innovative projects realization the timely distinguishing of participants of innovative situation dispositions and their change during introduction is necessary. From the point of view of psychological regularities, the situation is getting complicated because it is not one person, as a rule, but a group of participants who are engaged in the introduction of innovations. In this case there is a necessity of research of psychological regularities of separate participants' integration into one completed formation with the cumulative subject and the organization of joint activity characteristics. For this reason one of the primary goals in the innovative process is the problem of one "team" creation which will integrate people of various social-psychological types.

The problem of one "team" creation has been considered in applied psychological researches (A.L. Zhuravlyov, N.A. Ilyina, E.A. Iskanderov, J.D. Krasovskiy, A.N. Lebedev, A.I. Prigozhin, B.D. Sazonov, O.S. Sovetova, etc.) for a long time enough. The great materials concerning both social-psychological and personal peculiarities of the people making a "team" has been received. The important principles of a project team functioning are the following: the unity of a purpose, the professional and human solidarity, the confidence in necessity and utility of the activity out of dependence on results [9, 11]. It's known that the authoritative style of management in innovative activity conditions is impossible. The status of a member of a project group is defined by the value of his ideas, by his creative abilities, the flexibility of his thinking, by his readiness for risk and by other similar factors unlike the traditional divisions (seniority in official hierarchy, high income, education, knowledge and experience, etc.). Managers of a project have the similar situation: being under the lower status than the top management of the organization, he knows the certain situation better; he is able to put forward more constructive ideas and to apply more successful methods for the fastest realization of a project [9, p. 163].

E.V. Chernetsova (2001) also points out that in work of research groups «it is necessary to observe rational approaches to the solution of problems, to the estimation of



group members' behavior and to productivity of their work as a whole. On the quite rationale basis the formal operative system of purpose establishment, project planning and making decisions, which should integrate optimally creative individualities, informal methods and non-standard approaches, is created. Planning, administrative decisions and control create the basis inside of which there is a creative and role distribution of "team" participants [9].

For successful functioning of any social group the roles distribution is necessary: participants of a project team with purposeful roles select group problems and carry out them [15]. Functions of the given "team" members usually include the initiation of ideas, a new statement of problems, an information search, the study and forecasting, the co-ordination and generalization of ideas, considerations, opinions. The behavior directed on the maintenance and activation of a group life activity is expected from participants with supporting roles, they establish the criteria of work, estimate the decision, develop substantial and procedural actions, estimate the contribution of each group member, express the attitude, form the opinion of a group, execute the installations of a group, coordinate the opinions and emotions of group members [18].

Effective work of innovative group is promoted by an atmosphere of trust and participation, stimulating the workers to creativity. Positive interaction in a group is one of conditions of a project realization since in scientific collectives the individuals can have contradictory intentions. Interpersonal contacts in innovative groups can bring an additional uncertainty in the time of an innovation realization. It is important for a project manager to generate the positive group norms including pride for the organization, aspiration to collective work, the aiming at achievement of objects, high professionalism, etc. High rallied groups are characterized by a high level of dialogue, understanding and consent. Just here the micro social environment for successful creativity and realization of innovative alternatives is created [9].

Thus, during the innovative project realization the social status of a project group as a system is gradually forming, where there is a new role distribution, a group dynamics and a social interaction, where the norms of social adaptation operate, the certain functions and norms, concerning both internal and external environment, are carried out.

The innovative climate in a zone of introduction which is influenced, in O.S. Sovetova's opinion, by various factors, in particular, the scales of innovations introductions into the branches, the previous experience of a company and the attitude to innovations influences, affects a positive effect expected from innovative changes. The large innovation will hardly be successful if it is not supported both above and below since potential profits can't always be obvious to people [22, p. 38].

J.D. Krasovskiy, having analyzed both native and foreign practices, has shown that the control system of innovative communications is effective if it is capable not only to react to emergence of dangerous situations, but also to work for prospect in a self-adjusted mode. This innovative program allows to accumulate the bank of initiative offers with market needs outstripping for necessary initiatives would always be in a



stock, i.e. the matter is in the marketing concept of organization management and search of internal resources of development. «But there it is necessary to overcome many psychological barriers. Any innovative program is realized contradictorily, as it is carried out by workers with a different level of preparation for innovations and a wide range reaction to reorganization: from initiators up to conservatives» [11, p. 295].

J.D. Krasovskiy emphasizes that in the innovative system the head is transformed from the administrator-functionary in to the leader: the peculiarities of management and leadership are intertwined. Efficiency of activity is mostly defined by what measure the heads are reoriented to the innovative style of management [11]. By means of a role approach J.D. Krasovskiy describes six behavioral types that take place in the innovative process:

- Innovators – are initiators who offer and defend their own ideas and can often go on the conflict, struggling for their realization;
- Supporters of innovations – are those who perceive a new very quickly when they're persuaded of its importance;
- Hesitated to innovations – are employees who either don't understand clearly their (innovations) importance, or see more positives, than negatives. Sometimes it's difficult for them to estimate an innovation as they understand its sense badly or easily estimate it as a contradiction, trying to examine first of all that facts, that don't match the standard measures;
- Neutralists – are those who're indifferent to new offers, under some conditions they can take a conforming position.
- Sceptically disposed – are those employees which look, first of all, for negative consequences in innovations, but they can accept an innovation as something inevitable, under the majority's opinion pressure.
- Conservative to innovations – are those who show the resistance to new. In this case traditionalism dominates in perception of innovations; they can perceive a new only when it becomes a tradition [11, p. 287].

O.S. Sovetova has the similar position; she suggests distinguishing the aim orientations of participants of the innovation that are expressed in their position to the innovation. On this ground she differentiates the participants on corresponding role groups - innovators, organizers, manufacturers, users; positions of the given groups to an innovation are defined as initiative, co-action, counteraction, inactivity [22, p. 64].

Perception of innovations, to our mind, is similar to the skill to reflect a new and to enter it in the world image. In this case the participants' joint activity has an significant influence on this process, motivating everyone. In A.K. Belousova's research (2002) it has been shown that in joint cogitative activity there is a role distribution in groups during the solution of problems. Accordingly, joint cogitative activity is possible in the form of role functions distribution between participants: generation, selection, sense transference, realization. There are corresponding role positions to these functions: the generator, the critic, the coordinator, the realizator [1].



The given role positions of participants in joint cognitive activity coincide to positions of participants in innovative process. We suppose that innovative process, in its psychological sense, is based on joint cognitive activity since it assumes the perception of contradictions, the new (innovations), the development of the decision (innovative), the work in a team in which the advantages and disadvantages of a decision or a project are estimated, the efforts of each participant are coordinated, the realization and the embodiment of an innovative project into the life is carried out.

We suppose that this division of participants into positions is connected with a psychological readiness for innovations acceptance. The psychological readiness of a person for innovations acceptance depends on type of a person. So that innovative technologies might become a reality for a person, they should be entered in his world image, become a new formation in his consciousness. We connect the innovation acceptance with the functioning of a person's thinking, with his readiness to start thinking. It is possible to speak that the perception of an innovation is a cognitive process beginning with estimation of an innovation and finishing by decision making. Estimation of an innovation is important in its acceptance or rejection and this estimation first of all depends on judgement of an opportunity to use the innovation.

In B.V. Sazonov's (1980) opinion, an innovator has a key position in the innovative process. As a rule, the positions are grouped on two lines of opposition: on an opposition line of the «denying» and the «supporting» an innovation and on the basis of opposition of the «potential developers» and the «potential users». All other positions are less obligatory, the same member of the organization can take place a few positions simultaneously [21].

If we generalize characteristics of a manager-innovator existing in the psychological literature it is possible to distinguish the following peculiarities: he has a high internal motivation, sees sense and necessity of changes, can create and improve communicative processes in the organization, he is included in activity, the orientation to success dominates. From the point of view of intellectual processes development, this kind of a manager has a flexible thinking, a skill to analyze a situation and to make decisions adequate to it, a skill to reconstruct activity (both, his and his employees) according to objectively arising factors.

The analysis of personal qualities peculiar to a manager-innovator, according to various authors (J.D. Krasovskiy, O.S. Sovetova, A.B. Titov, E.V. Chernetsova, etc.), allows speaking about the presence of behavioral flexibility which depends on a level of inclination to risk and a level of rigidity. The inclination to risk and the rigidity are rather steady person's characteristics and influence on making decisions during activity.

On the foundations of the given theoretical thesis we have assumed that the managers, accepting innovations, have a more expressed level of development of inclination to risk and a low level of rigidity development. We've carried out a research the object of which was the attitude of potential managers (students of IMBL (Institute of Management, Business and Law), Rostov-on-Don – economists, lawyers, practical psychologists specialized in psychology of business) to smart-cards-technologies that are



a demanded innovation in conditions of the Russian market [16]. There were 152 students in the research. To study the attitude to innovations we've worked out the questionnaire consisting of 2 blocks of questions. The first block is directed on revealing the examinees' idea of plastic cards and their use, the second block diagnosticates the examinees' attitude to possible application of a smart-cards-system in IMBL. On each question the points, describing the students' acceptance of an innovative technology, have been counted. On the basis of the respondents' answers three groups of students have been formed: with a high, average and low level of acceptance of innovations. To research a degree of readiness for risk and a level of rigidity we used Schubert's methods of diagnostics of a readiness degree for risk and a method of rigidity measurement [20]. The results are presented in Table 1.

Table 1

**Peculiarities of inclination to risk of students
with a different level of innovations acceptance (average value)**

Level	Psychological readiness for innovations acceptance	Inclination to risk	Level of rigidity
High 5 %	26,75*	11,13*	27,13*
Average 59 %	17,62*	4,74*	28,70*
Low 36 %	10,68*	-3,40*	29,66*

*Distinctions are significant at a level of the statistical importance $p \leq 0,05$ and $p \leq 0,01$

The students, accepting innovations and seeing their expediency, have a high level of inclination to risk (11,13) and a low level of rigidity (27,13). In average group, the most numerous (59 %), the guarded or neutral perception of innovations, an average level of inclination to risk (4,74) and an increased level of rigidity are marked (28,70). And in the third group of students, rejecting the innovative introductions, we observe the presence of a low level of inclination to risk (-3,40) and a high level of rigidity (29,66). That is, we have got the results showing that the future students – managers, accepting the innovations, have a lower level of rigidity and a higher inclination to risk in comparison with the students rejecting innovations or perceiving them guardedly. Thus, it is possible to claim that supporters of innovations are characterized by flexibility and mobility of thinking connected with such qualities as a low rigidity and a high inclination to risk.

Innovations development and introduction are connected with innovators' active work. We suppose that innovators have much more expressed inclination to risk and low rigidity behind which there is flexibility and mobility of thinking. In that case it is possible to claim that innovators have a dominated initiative style of thinking in the profile of cogitative styles. This assumption has been made on the basis of the description of initiative cogitative style in A.K. Belousova's research. In A.K. Belousova's work four styles of thinking are distinguished: 1) initiative style with a domination of generation function; 2) critical style with a prevalence of selective function; 3) administrative style with a prevalence of sense transference function; 4) practical style with



a domination of realization function [1, p. 303]. In the structure of individual thinking regulation there are all functions, thus a dominating function determines an orientation of thinking. In A. K. Belousova's opinion «initiative style of thinking is characterized by the directed search of contradictions, the discovering of problems and is displayed in ability to put forward various assumptions and hypotheses» [1, p. 298]. Initiation of thinking is observed. «It is a leading moment of any activity, «starting» undertakings. People, for whom function of generation has become a person's feature, are characterized by ease and variety of produced ideas, of qualities connected with flexibility of switching from one idea to another. The aspiration to find out problems motivates activity of such people. As a rule, «the generator» aspires to make a complete representation of a problem, to elaborate a strategy (plan) of the decision» [1, p. 303].

To determine the basic personal properties, making the motivational block of a person with initiative style of thinking, one of us has carried out a research among the employees of the building organization, introducing innovative technologies [2]. 50 persons were selected. Among them 27 persons are employees of a Road-building firm №5, a field of activity of the given organization is construction and reconstruction of roads and road objects, 23 persons are employees of «Basis» ltd., a field of activity of this organization is construction and reconstruction of dwelling and public buildings and constructions. We have assumed that among the employees of the organization having initiative style of thinking those motivational qualities which characterize a person's need for self-development and self-actualization have been developed, since it was shown in our previous researches (A. K. Belousova, 2002), that the generation of ideas is connected with the need for achievements, with domination of an orientation on a problem. According to the given assumption we have diagnosed the specified motivational qualities. In the research we used: A. K. Belousova's questionnaire «Style of Thinking» [1], A. A. Rean's methods «Motivation of a Success and Fear of a Failure», V. Smekal and M. Kucher's methods «The Orientation of a Person», J. M. Orlova's methods «The Need for Achievement» and a methods «Motive of Authority» [6]. The results are presented in table 2. In our research there was only one person with critical style of thinking among employees. According to this fact the results on the given style of thinking are not presented in Table 2.

Table 2

**Peculiarities of motivational qualities development
of the building organization employees with different style of thinking**

Style of thinking	Motivation of success achievement and of failure avoiding	Need for achievement	Motive of authority	Orientation		
				on oneself	on mutual relations	on a task
Initiative	14,00	12,57	14,57	30,86	25,57	33,86*
Administrative	13,25	13,81*	15,44*	33,63*	31,06*	25,56
Practical	14,52*	12,70	14,81	29,93	29,52	30,48*

*Distinctions are significant at a level of the statistical importance $p \leq 0,05$ and $p \leq 0,01$



The analysis of the results allows noticing the following. Domination of an orientation on a task (30,48) and prevalence of achievement of success motivation over avoiding of failure (14,52) are characteristics for employees with practical style of thinking. In other words, for representatives with practical style of thinking the solution of a problem is connected with aspiration of achievement of success. Interesting results concern administrative style of thinking among motivational qualities of which the motive of authority (15,44) prevails, then the need for achievements (13,81) and the orientation on oneself (33,63). Thus, the presence of authority, achievement and oneself presentation as the basic subjects of motivational influence are significant for representatives with the given style of thinking. For employees with initiative style of thinking such peculiarities in motivational sphere as prevalence of the orientation on a task (33,86) are characteristics. So, it is possible to tell that in the basis of initiative style of thinking there is a personal quality – the initiative, being the form of expression of a person's cognitive need, his need for actualization of himself through the solving of the tasks, this fact determines a high level of their innovative potential. Thus, we can speak that a task, a problem situation as a subject of cognitive need prevails among people with innovative style of thinking, i.e. this quality of motivational sphere dominates over other motivational qualities describing innovative style of thinking.

The further analysis of thinking and style of thinking peculiarities of a person in conditions of innovative process assumed the studying of managers' peculiarities. It is known that the level of innovative potential is connected with efficiency of innovative process managers' activity. On the foundation of the given position we have assumed that innovative managers are more successful in professional work. E. L. Molchanova's research (2005) has allowed revealing qualities of a successful and unsuccessful manager [17]. In the experiment there were 60 managers of Rostov-on-Don two building firms «Plastic» Ltd. and «Dis» Ltd. The following methods have been used: a method of expert judges and diagnostic methods: A. B. Orlov's methods «Need for Achievement»; N. F. Kalinin's «The Questionnaire of Person Self-actualization» [6]; A. K. Belousova's methods «Style of Thinking» [1]. Personal and business qualities providing success of activity have been determined by means of expert interrogation. On the basis of some researches analysis (G. S. Nikiforov, I. J. Satskiy, R. L. Krichevskiy, etc.), we have established criteria of a manager's successful activity: 1) he successfully solves tasks on a wide scale of intensity figures from monotonous up to high intensive level of his activity; 2) he is personally inclined to profession, is motivated to work in it, is satisfied by his position in the given sphere; 3) he reaches desirable results in his activity proceeding from the requirements shown to him; 4) in his activity he uses necessary ways and technologies, independent accumulation of new professional methods and technologies; 5) he opens up demanded norms, standards of a profession, he reaches a skill in it; 6) he aspires to individualize his work, and also consciously develops his individuality by means of profession. Personal competence; 7) he reaches a certain level of professional personal qualities, knowledge and skills. Professional independence and self-development; 8) at the same time he has and realizes the prospect, a zone of his



professional nearest development, does everything for its realization. He knows about criteria of a professional's personal development; 9) he is opened for constant professional training, accumulation of experience, change. He has professional thinking and professional training; 10) he is devoted to the profession, aspires to support his honor and dignity even in difficult situations; 11) he can approach creatively to the decision of arising problems and setting tasks; 12) he is ready to a qualitative and quantitative estimation of his work, can do it himself, is ready to the differentiated estimation of his work in points, categories, and he is ready to take part in professional trials, tests. He has a necessary style of reaction to changes of vital professional circumstances.

Among all variety of business qualities the profile of a successful manager's business qualities has included qualities which directly characterized a manager's behaviour in innovative conditions, mainly: the skills to solve tasks successfully and operatively in any conditions of activity, the getting of new knowledge and skills, the use of new non-standard methods and techniques in his activity. At the same time, a profile of an unsuccessful manager's business qualities didn't include the given characteristics. According to these two groups of successful and unsuccessful managers, rather interesting results, concerning their system of thinking style peculiarities of development, have been received (Table 3).

Table 3

Peculiarities of successful and unsuccessful managers' style of thinking.

Managers	Style of thinking			
	Initiative style	Critical style	Administrative style	Practical style
Managers with high successfulness	43,57*	35,10	35,70*	43,30
Managers with low successfulness	37,20*	36,37	45,00*	44,60

*Distinctions are significant at a level of the statistical importance $p < 0,05$ and $p < 0,01$

For managers with high successfulness a domination in the field of initiative style of thinking (43,57) and practical style (43,30) is characteristic, and also administrative style of thinking (35,70) and critical style (35,10) are not obviously expressed. Managers with low successfulness the prevalence of administrative thinking style (45,00) is observed in the profile of thinking style, practical style of thinking (44,60) is expressed a bit less, then initiative style (37,20) and critical (36,37). In other words, the analysis of successful and unsuccessful managers' style of thinking profile has shown the presence of distinctions in development of styles of thinking profile, for successful managers the leading styles of thinking are practical and initiative styles, and for unsuccessful managers practical and administrative styles of thinking dominate. In our opinion, expressiveness of each of the styles in both groups of managers is also interesting, the maximum divergences in figures are observed in initiative (successful managers – 43,57, unsuccessful – 37,20) and administrative (successful managers – 35,70, unsuccessful – 45,00) style of thinking, critical and practical styles of thinking are expressed in both groups practically equally. Thus, generalizing the received results, it is possible



to confirm that people having initiative style of thinking - innovators play the most important role in starting an innovative process, further «introducers», having a practical experience of an innovation adaptation, follow. And, the given two positions can coincide, that is these functions can be carried out by one person.

The analysis of the researches results has put some questions, demanding, in our opinion, the further development. These questions concern, first of all, the problems of selection of project team participants at different stages of an innovative project introduction. So, it is quite possible to admit that at each stage of innovative technologies introduction the role of domination is necessary to give to participants with corresponding style of thinking: at a stage of ideas generation – to participants with initiative style of thinking; at a stage of applied elaboration – with critical style of thinking; at a stage of selling – with administrative style of thinking; at a stage of manufacture – with practical style of thinking.

Thus, generalizing everything that was said above, it is possible to speak that representatives of all styles of thinking take part in innovative process. Efficiency of the innovative introduction depends on correct distribution of human resources considering the domination of cogitative functions at all stages of development and introductions of innovations. On the foundations of the researches we can confirm that people, easily perceiving innovations, have a low rigidity and a high inclination to risk. Successful managers, easily perceiving and introducing innovative technologies, are characterized by prevalence of initiative and practical style of thinking, though for other employees of the organizations, introducing innovative technologies, prevalence of practical and administrative style of thinking is characteristic. As a whole, for managers' features with different style of thinking we can distinguish the following motivational qualities: orientation on the task dominates with initiative style of thinking; motive of authority, need for achievements and orientation on oneself prevail with administrative style of thinking; orientation on the tasks and aspiration of success achievement dominate with practical style.

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The young scholars The Psychology

Babakova N.P.

Particularities of correction of psychological health using complex two-stage programme.

The important indicators of changes at health level are: the growth of the anxiety and aggression, depressions, lowering of self-esteem, loss of the necessary level of activity. All these factors are relative to youths.

The main goal of our research was to find indicators of psychological health at juvenile age, and to study the efficiency of complex program, directed to conservation, maintenance and correction of psychological health at juvenile age.

We were supposed to study features of psychological health disorders at juvenile age and create complex two-stage technology dedicated to conservation, maintenance and correction of psychological health. General and age particularities of psychological health, typical for youths were the subjects for our study.

The object of our study is the girls and boys, studying at secondary vocational institution (medical college in Essentouky).

At the preliminary stage of the diagnostic study, we have found out that the majority of students have high level of aggression and anxiety, such indexes of psychological health as their general condition, activity, mood are reduced.

The validity and reliability of the received data are provided by thorough methodological study of conceptions "psychological personal health", "typical age indexes of psychological health", detailed analysis of this problem; the employment of a whole complex of reliable and valid methods, adequate to goals and tasks of our research, observance of norms and standards of the method employment, the correct employment of methods of statistics.

The indexes of psychological health disorders discovered within our research and typical for early juvenile age, let organize psychological and pedagogical health aid on an adequate and individual base, support youths with high level of anxiety and aggression.

The elaborated two-stage technology was made as a result of the analysis of a big quantity of researches, concentrated on correction of physical and psychological health. The proposed technology consists of the main four units: diagnostic, adjusting, correctional and assessing the efficiency of correctional impact.

We describe the succession of group development (acquaintance, norm building by the group, contract conclusion about their observance, problem introduction, working stage) and organization of different stages.



We have chosen hydro aerobics for sport unit of our complex correctional programme. The choice of hydro aerobics is substantiated accordingly, including scientific researches, dedicated to comparative analysis of efficiency of hydro aerobics and health –improvement swimming (O.B. Galeeva. O.B. Zviaguina).

The goal of health-improvement exercises, their forms, frequency and duration were covered in details.

200 participants took part in the experiment destined to maintenance and correction of psychological health. Diagnostics of all participants was made several times.

This specific included three groups: a control group (100 people) and two experimental groups (about 50 people each). The control group consisted of people who weren't involved into hydro aerobics. The first experimental group was formed from the students who took part only in psycho-correctional programme during 9 months (from September 2004 to May 2005), the second experimental group was made of respondents who followed the complete course of experimental work, according to our complex two-stage technology. All these groups were homogenous by sex and social status.

The groups were made up based on the following principles: voluntary participation in the programme; differentiated approach to participants, confidentiality of the study, stage-by-stage process of program realization; integrity and relevant independence of the programme; presentation of the information to participants. At the stage of preliminary meetings with students we had to face with serious resistance, unwillingness of changes, fear of work with a psychologist.

At the first stage we have compared the results of the first and second tests, at the second we have compared the results of the second and third test. It was found out that the comparison of results of both stages revealed statistically significant shift. It let us assume that correctional impact had important influence when the participants were involved in the experiment based on two-stage programme of correction.

The results of our study showed that, in the conditions of absence of psychological help for an appreciable length of time, the indexes of aggressiveness and alienation grow at a statistically significant level. Thus, if we do not undertake correctional measures, in the conditions of non-interference, the changes in psychological health have random, consequently, uncontrolled character.

The comparison of the data, received in the first experimental group during the second and the third tests, reflecting changes in the measured factors, showing impact on respondents of complex technology, revealed the statistically significant shift to improvement of general condition, activity, mood, adequate self-esteem and decrease of aggressiveness and anxiety. So the complex two-stage programme including sport and psychological components has a considerable influence on correction of indexes of psychological health among youths. The comparison of data received in the second experimental group during the second and the third test, reflecting changes in studied factors showed that the impact of only psychological correctional measures, had no relevant shifts to improvement of general condition, activity, mood, adequate self-esteem and decrease of aggressiveness and anxiety.



Therefore the use of only psychological correctional measures isn't enough for correction of psychological health, when it concerns age-typical features.

In terms of application of the created complex two-stage technology, the dynamics of indexes, testifying the existence of disorders of psychological health: aggressiveness, alienation, anxiety, self-esteem, general state, mood, activity, acquired the controlled, adaptive, predictable character. The additional survey of students from medical college, who have taken part in complex two-stage technology showed that it had a considerable influence on their personality growth, the improvement of their relations with parents, friends, relatives, teachers, and subjective feeling of personal maturity.

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Geidenrikh L.A.

Psychological difficulties of communication and assessment of life events by children migrants and non-migrants

In researches, studying problems of migration and adaptation to new socio-cultural environment [1, 5, 6] it is pointed out that migrants have difficulties in social contacts, feel social isolation from local population, estrangement from the new place, their needlessness. Mutual misunderstanding, mistrust, and prejudices characterize interaction between migrants and local population. In the opinion of researchers [4, 6], it is typical for children migrants of all ages. They underline, that all listed features of interaction are extremely expressed among teenagers and reveal themselves not only in contacts with local population. Isolation, alienation, display of negativism and high aggressiveness, low social activity, irritancy, sensitivity, vindictiveness, bad knowledge of standards and rules of local population's behavior, unformed socio-communicative skills, corresponding to new socio-cultural environment, are distinctive characteristics of children migrants.

The most important spheres of communication and interaction for children are the institutions like the family, school and peers – this fact is noted in majority of socio-psychological works. In this study we examine the difficulties of communication of children migrants just in these situations of interaction.

Some authors [4, 6] believe that as a consequence of migration relationships between children and parents are changing: parents' support is lowering, misunderstandings between children and parents are growing, the number of conflicts is increasing. Conflicts, sense of guilt, anxiety, fear and display of inaction for making life better are typical for many adult migrants. But at the same time children adapt faster and easier to this new life situation, they assimilate standards and values existing in the new culture. That's why it is hard for parents to find common ground with the children. There are frictions and failures in communication between children and parents. Communication, as a whole, becomes deficient.

Other researchers [3] pay attention to difficulties that children migrants have in education, but practically don't associate them with communication particularities of children migrants with teachers, they don't take into account the difficulties of interaction of children migrants with teachers and classmates.

We didn't find records of comparative analysis of situations with complicated communication between children migrants and children non-migrants and works, studying attitudes of children migrants to the migration as a life event. Therefore the goal of our research is the comparative analysis of situations with deficient communication between children migrants and children non-migrants and their assessment of life events.



The participants were 145 pupils of the 5-6th forms, 26 of them are children migrants from the North Caucasus Republics, living in Rostov-on-Don for 3-5 years, 119 children non-migrants.

The tasks of the research are:

1. To carry out comparative analysis of difficulties of communication between children migrants and children non-migrants in different situations of interaction.
2. To analyze assessment of life events by children migrants and children- non-migrants.

For analyzing the difficulties of communication between children migrants and children non-migrants in different situations of interaction ("pupil-teacher", "classmate-classmate", "child-parent") we used our questionnaire "Particularities of experiencing difficulties of communication by children", consisting of 2 parts. First part of the questionnaire contains open-ended questions, helping us to take information about children's migration. Second part of the questionnaire contains closed questions, focused on finding out how often the difficulties or lack in communication appear, what part a child plays in relations and how he is satisfied by his relationships.

For processing data received we used Student's t-criterion (computer program of data analysis "SPSS").

Received information testifies that children migrants don't differ from children non-migrants by the frequency of difficulties of communication with classmates emergence ($t=0,515$). Children migrants are more satisfied with their relationships with teachers than children non-migrants ($t=2,229$). Children migrants have difficulties of communication with parents and children migrants feel isolation and rejection of their parents more often than children non-migrants ($t=2,094$).

Also semi-structured interview was used for additional analysis of children with difficulties in communication situations. Its results confirm that situations of difficulties in communication of children migrants and children non-migrants are the same. Children migrants and children non-migrants find difficult situations in communication with children, parents and teachers. But children non-migrants much more often recognize that they have situations of uncomplicated communication with parents ($t=2,337$).

To analyse children's assessment of life events was used methods by Burlachuk L.F. and Korjova E.U. "Psychological Autobiography" working with which children should list significant past and future events, give each event a mark (how happy or sad it is), point out its approximate date.

Received data show that there is no difference between children migrants and children non-migrants in the quantity of named valuable events, in time retrospection and in dividing up quantity of events by basis spheres of activity: family, leisure and school. Most mentioned past events for all children are trips and relatives' death, of future – professional education.

There are differences between children migrants and children non-migrants in frequency of coming across and assessing definite events. Among past events children



migrants rarely name such events as relatives' birthdays and weddings, getting pets, entertaining. Among future events children migrants rarely than children non-migrants name such as their birthdays, holidays, having new things. Children migrants are more negative to such future events like changing the place of living (buying flats/houses or moving), getting job, but more positive to their future marriages.

Received data let us make a conclusion that communication difficulties of children are strongly correlated with their assessing life situations and depend on situation of interaction. Children migrants' difficulties in communication extremely manifest themselves in the situations of interaction with parents.

Scientific novelty of this research consists in discovering the particularities of children migrants' communication difficulties in different situations of interaction. Received data can be used for developing psychological help programs to children migrants for getting through communication difficulties and socio-psychological adaptation.

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Attitude to life and death of adolescents, committed homicide acts

People differ from other living beings on the Earth by realizing the finiteness of their existence and the inevitability of death. The ideas of temporariness of the physical existence, in its turn, make a person think about questions: "how do I live?" and what is the goal of my life?". Each generation, each person has his own answer to these eternal questions.

In these terms it is interesting to study attitudes to life and death of murderers, the people, committing homicide acts. One of the few scientist who examined attitudes to death was the representative of anthropological lead in criminal psychology Enrico Ferri(1888). He described the anthropological type of a murderer, who is characterized by mental (or moral) insensitivity that reveals itself in indifferent attitude to victim's sufferings and death, to friends and accomplices, and at least to his own sufferings and death.

This problem is analyzed in details in E. Fromm's conception (1994). In the framework of his theory, he discerns necrophilia, it means the desire to make life controlled, mechanic, necrotic. It is contrasted with biophilia- love to everything alive. E. Fromm suggested that necrophilia as a phenomenon of psychological pathology is inevitable consequence of development delay, of soul "inability" and a result of inutile life. In his opinion if the person "...permanently feels his alienation and inutility, the only way to muffle this insupportable feeling of alienation and inutility and some "vital impotence" is self-affirmation at all costs, even if it is barbaric destruction of life..." [6]. According to E. Fromm murderers fall into this category.

The influence of E Fromm's concepts are clearly traced in modern conception of criminologists. Thus, for instance U.M.Antonyan (1997) distinguishes among other causes of muder necrophilia. He states that "murder is life denying and disgust to it, this is the complete embodiment of hatred, but it is very often addressless hatred, general hatred, hatred towards everyone, and how it is strong depends on how the person experiencing it or social system are alienated from constructive values." [1, p. 84].

E.G. Samovitchev (2002) supposes that the problem of ontological bases, their life status are not reflected in the conscious of the majority of people. At the same time the author believes that criminals-murderers represent such a category of people who doubt their own right of existence and prove it by killing other people. This ontological status of personality acquires a great motivating potential: "Murder...has its subjective motivation, whose depth sense doesn't consist in achievement of concrete practical result, but in the overcoming of "unnatural" life attitude" [3, p. 59].

It is necessary to note that in scientific literature the death attitude is examined on theoretical level. That's why A.A. Bakanova's research about convicted criminals' at-



titude to death conducted is of great interest. [2]. However her sample included convicted criminals for major offence and other crimes.

We have made an empirical research with the goal to study life and death attitudes of juvenile offenders, committing homicide acts (premeditated murder- art. 105 CC of RF, heavy physical damage, entailing death- art. 111 part 4 of CC of RF).

As a control group we have studied 45 adolescents, convicted for mercenary crimes: theft-art.158 part 2&3 of CC of RF.

We set up the hypothesis that juvenile offenders, committing homicide acts, will have the specific attitude to life and death. In the course of our research we have studied the attitudes to life and death of different adolescent groups and affective components, typical to their relation to life and death.

The data received let us make the following conclusions. First of all, juvenile offenders, committing homicide acts, reliably differ from adolescents, convicted for mercenary crimes, by the contents of their thoughts about life and by a lower level of life satisfaction. Secondly, attitudes to death of adolescents, committed major offence, in contradictory way combine the ideas about "eternal life" and a high level of tanatological anxiety.

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Moushastaya N.P.

Syndrome of emotional burning out at employees of the Ministry of Emergency Measures as a parameter professional

The syndrome of emotional burning out (SEB) is one of aspects of professional deformation of the person and represents the got stereotype of emotional behaviors, more often professional.

Traditionally and in public consciousness, and in the scientific literature at studying professional work of experts trades the accent(stress) is done, first of all, on positive aspects of work with people. At the same time it is abundantly clear, what exactly work with people by virtue of high requirements showed by her, special the responsibility and emotional loadings potentially comprises danger of the heavy experiences connected to working situations, and probability of occurrence of professional stress.

In opinion of researchers, negative mental experiences and conditions can mention different sides of labor process – professional work, the person of the professional, professional dialogue, as a whole has an adverse effect on professional development of the person.

Investigating the various negative mental conditions arising owing to extreme factors: stress, фрустрация, crisis, the conflict. These conditions are characterized by domination of sharp or chronic negative emotional experiences: alarms, fear of depression, aggression, irritability. Affects arising in these conditions can reach (achieve) such degree of intensity, that they render influence on intellectual – activity of the person, complicating process of adaptation to occurring events. Intensive emotional experiences, as well as the fear, a panic, horror despair, can complicate adequate perception (recognition) of the validity, a correct estimation of a situation, preventing decision-making and a presence (finding) of an adequate output (exit) from a stressful situation.

The purpose of our research was studying influence of professional work on development SEB in employees of the Ministry of Emergency Measures.

We used a technique, estimations of a level of emotional burning out of V.V. Employees participated in anonymous research saving group of city of Novorossiysk.

In total have answered the questionnaire of 197 respondents (98,5 %). All interrogated were a male in the age of 21-65 years, from them of 74,25 % in the age of are more senior than 45 years, 63,84 % had the experience of work more than 10 years. In a basis of a choice of a place of work the majority of employees was specified with such factors as a material interest (88,1 %), the big labor holiday (92,2 %), professional interest have noted only 35,12 %.

The technique of diagnostics of a level of emotional burning out of Bojko V.V. allows to estimate formation SEB according to stages of the general adaptable syndrome



(the strain, resistance, exhaustion) and to determine expressiveness of 12 symptoms corresponding to a syndrome of burning out.

As a whole in group researched attributes of a syndrome of emotional burning out had 62,9 % interrogated, that is estimated on presence of the formed or generated phases of a syndrome.

The phase of «Pressure» («Voltage») - 55,9 % dominated. Completely this phase was generated at 11,7 % interrogated which had by quantity (amount) of points accordingly 62-78.

In this phase symptoms of experience psychotraumatic circumstances of 17,6 %, alarm and depression of 63,2 % that is shown by sensation of physical or psychological overloads, the strain at work, presence of conflicts with colleagues prevail.

Phase «Resistance» - 26,5 % is expressed enough also. In this phase symptoms of experience circumstances prevail

It appears inadequate emotional reaction to patients and the colleagues, absence of an emotional involvement, loss of ability to empathy the victim, the weariness conducting (leading) to a reduction of professional duties and negative influence of work on private life.

Anybody from interrogated had no expressed phase of «exhaustion», but nevertheless a symptom «emotional deficiency» as a developed symptom 8,8 % of respondents had, which age 51 - 60 years and the experience of work more than 10 years.

The parity (ratio) of the experience of work and degree of emotional burning out has shown, that parameters above the average had 50,2 % with the experience of work less than 3 years and 43,7 % with the experience more than 10 years whereas at other interrogated these parameters exceeded average values only in 23,7 % of cases.

The research lead (carried out) by us allows to analyses parameters of adaptation to professional work and influences of professional work on development SEB.



The Pedagogy

Borisova M.A.

Students' motivational stimulation using the technology of diagnostic–qualimetered building of educational process.

It is possible to obtain students' motivational stimulation only taking into account competence approach to organization of educational process, harmoniously combining the concept of personality-oriented education [1], classical theory of educational qualimeter method [2] and technology of projection of pedagogical objects [3]. Motives are the most important factors influencing the formation of vocational competence of a specialist; they have cumulative characteristics in reference to intellectual level of development and create positive feedback.

The quantitative indices of inner motivational factors of personality are the potential capabilities to continue studies in a selected field of science. Potential capabilities characterize the speed of intellectual age of students and can be measured with the help of standard didactic tests [4]. Potential capabilities of students in the field of technical disciplines are integral competence indices of formation of professional competence of a navy specialist.

Theoretical model of motivational stimulation in conditions of uninterrupted professional education is based on two points:

1. the beginning of the next educational stage corresponds to the end of the previous one;
2. the content of different educational stages is not duplicated

Competence approach to building of uninterrupted professional education suggests decrease of the variance of test results, which is the consequence of efficient side of pedagogical support. Using the information about students' capabilities, the teacher creates problem situations on preliminary stage of studying structural elements of educational programme, learn students to cope with them on essential stage of the educational programme and propose motivational stimulation assignments in the form of different projects, revealing the practical significance of this considered material [2].

Technology of diagnostic-qualimetered building of educational process of teaching technical subjects is based on procedures of standardization of pedagogical measures. The character of content-structure validity let us formulate the necessary condition of pedagogical measure standardization which reduces to the fact that all the



elements of the subject of the research must be reflected in test assignments, providing high level of difficulties. These difficulties are not caused by sophisticated forms of presenting material and process of assignment fulfillment, but they are achieved by problem-motivational orientation. The sufficient condition of standardization of pedagogical measures is obtained by determinate validity of test measures and the necessity of their correspondence with independent criteria index.

The main difference between technology of diagnostic-qualimeted building of the process and the technology of standardization of pedagogical measurements consists in priority of content orientation of pedagogical measurements over procedures of statistic processing of received data, which let make projects about motivational methodical system of teaching, conforming to necessary didactic attributes. Diagnostic-qualimeted building of educational process of technical subjects include qualimeter questionnaire, whose structural characteristics must correspond to criteria test and didactic tests containing the majority of assignments with medium level of difficulties and possessing measuring characteristics of standard tests.

As a result of pedagogical experiment we have discovered the rise of inner motivation of students in experimental group, where the process of teaching was based on motivational methodical system of teaching. Besides we consider as statistic indices of the rise of potential capabilities the decrease of variance and the increase of the median line divergence in tests results of monitoring researches.

Data of students' potential capabilities

Stage of monitoring	Average test score		Standard		Shift of median line, (%)		Divergence of median lines, (%)		Problem stage of learning
	C	E	C	E	C	E	C	E	
Incoming data	5,3		1,8		-8		0		0,94
Boundary stage	5,1	5,4	2,1	1,9	-7	-2	+1	+6	0,87
	4,1	4,5	2,0	1,6	-9	-4	-1	+4	0,87
total	5,2	5,4	1,9	1,7	-6	0	+2	+8	0,79

In the experimental group we have regularly determined students' weighted mean capabilities and relative length of learning of the structural elements of preliminary and essential stages of educational programme. Due to increase of students' motivation and potential capabilities, problem stage of learning is reduced to 79%, and the teacher is able to allot more time for the explanation of the new material.

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Inkov M.J.

Experimental results of development of professional pedagogical competence of education personnel

One of research directions of scientific school of conceptual pedagogical diagnostics is working out criteria and toolkit of diagnosing professional pedagogical competence.

On the basis of N.V. Kuzmina's concept of pedagogical professionalism we have offered a modified five-component model for an estimation of integrated professional competence of a teacher and made the methodological experiment for revealing the correlation between the found factor-components. As a preliminary, prior to the beginning of the experiment we have defined the weight ratios, which are pointed out in brackets, on the basis of an expert estimation of the content significance of the criterial characteristics (3 Doctors of Science and 2 Candidates of Sciences). The correlations of the following components of integrated characteristic of pedagogical professionalism have been analyzed:

- social and professional competence in the taught branch of science (0,21);
- methodical competence in ways of forming pupils' knowledge and skills (0,19);
- social-psychological competence in processes of interaction (0,17);
- differential-psychological competence in pupils' motives and abilities (0,20);
- self-psychological competence in merits and demerits of the person's own activity (0,23).

For these purposes in 2006 experimental (103 persons) and control (102 persons) groups having representative properties were organized in Rostov regional institute of improvement of professional skill and retraining of education personnel. As early as the stage of selection these groups were practically equalized both in characters of gender and age, and in reference level of previously received estimations of professional categories – the second, the first, and the extra. At the initial phase of pedagogical experiment the degree of manifestation of various kinds of teachers' competence were determined as a result of quality metering questioning with the help of technique of correlation pairs of criterial characteristics of pedagogical diagnostics.

All the components of the model are kinds of teachers' professional competence, which were being improved at the forming phase of experiment in the process of realization of theoretical model of the research (Table 1).

Table 1

Degree of manifestation of various kinds of competence

Kind of competence	Experimental group		Control group	
	Initial check	Final check	Initial check	Final check
Special and professional	62	78	61	64
Methodical	58	76	58	58
Social-psychological	52	60	54	58
Differential-psychological	55	86	54	54
Self-psychological	67	82	65	75



There are no essential differences between experimental and control groups (and they completely coincide in level of the methodical competence) at the stage of initial check of the experiment.

The system of work in experimental group during the process of forming experiment, as data show in Table 1, has resulted in essential increase of parameters of all components, but the greatest degree has been reached in differential-psychological competence (21%), and the least degree has been reached in social-psychological competence (8%). All the differences are statistically significant, and they perfectly reflect a ratio of the efforts directed to the development of these components (kinds of competences) during realization of the main part of the experimental program. The fact that control group has reached essential positive shifts in three main criteria from five (the greater degree is in self-psychological competence, a little smaller degree is in social and professional competence and in social-psychological competence) must be noticed. In our opinion it can be explained as a positive influence of general program of raising the level of professional skill, in which highly qualified in pedagogics, psychology and methodology experts from the leading institutions of higher education of Rostov and Taganrog take part.

Divergences of medians [2] of quantitative parameters of various kinds of competence of participants from experimental and control groups are shown in Diagram 1.

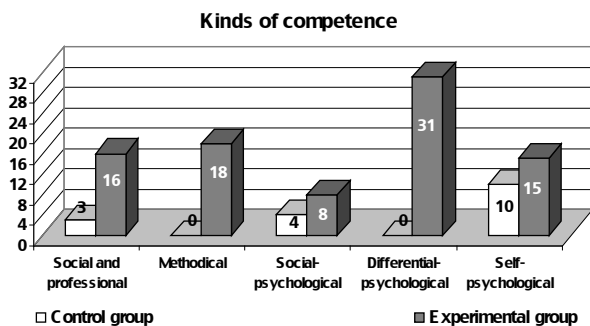


Diagram 1.

Taking into consideration confidence probability of results of pedagogical experiment (>5%), it is possible to assert that the data of social and professional, methodical and differential-psychological competence of education personnel are statistically significant. According to the data of comparative divergence of medians there is an increase in methodical and self-psychological competence of participants of experimental and control groups, but it cannot be declared as statistically significant.

The most significant result of the carried out research is the increase in differential-psychological competence in evaluation of motives and abilities of pupils.



From the point of view of the competence approach to organizing the process of education the growth of pupils' potential abilities is the major indicator of the efficiency of educational process.

The integrated parameter of development of professional pedagogical competence of education personnel, fixed on the basis of results of the carried out pedagogical experiment, can be calculated taking into account the weight ratio describing the significance of every criterial characteristic.

Integrated value of comparative divergence of medians of experimental and control groups is calculated under the formula describing the factorial weights of each of the components of professional competence, received during the preliminary expert examination:

$$0,21 \times 13\% + 0,19 \times 18\% + 0,17 \times 4\% + 0,20 \times 31\% + 0,23 \times 5\% = 14,8\%$$

The received value is not only statistically significant, but also shows the reliability and consistency of the offered hypothesis and the developed theoretical model of the research.

The Literature

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The role and the registration of personal factors in the process of specialist's training in a foreign language the students in nonphilological Institution of higher education

High efficacy of teaching foreign languages in nonphilological Institution of higher education is an important moment in forming the specialist of any profile as a qualified specialist must speak a foreign language to a considerably high degree. Realizing the necessity of the Knowing at least one foreign language has become stranger with time in our society. For any specialist, if he wants to be successful in his domain, knowledge of foreign language is vitally important. That's why the preparation of students of nonlinguistic faculties in Institution of higher education for business communication becomes in modern conditions very important and represents the main part of professional preparation of a future specialist [4].

At the same time the analysis of teaching foreign language to students of nonlinguistic specialities shows that knowing of foreign language in a not specialized Institution of higher education in comparison with language faculty in specific conditions is carried out. A low efficacy of knowing of foreign language by the students of nonlinguistic faculties in Institution of higher education is mostly connected with objective reasons, which do not depend on teachers, authors of textbooks and methodic on the whole. That is that the lessons are very limited in time, various language level in the group, over-crowded groups and many other factors and conditions, which prevent the students from attaining a high level of command a foreign language by students of nonlinguistic Institutions of higher education [4].

More and more evident is the fact that we can observe an absence of demand of knowing a foreign language, in a wish to work hard, an interest to study this subject among the students of this faculty that shows the decrease of the motivation among the students.

In connection with this, there is a necessity to explore all possible ways of perfecting the educational process referring to nonlinguistic Institution of higher education as just the questions of the promotion of efficacy in the command of a foreign language in really existing conditions of this Institution of higher education demand extra attention.

One of the most important questions of the problem of perfection of educational activity is the revelation of psychological-pedagogical factors of success in the educational process, that is an urgent question of teaching psychology in general and training foreign language in particular. The success of command of foreign language depends on a number of outward and inside factors. And the latter exactly individual-psychological factors show a high success in the educational activity.



Conducted theoretical analysis, allowed to reveal such factors as motivation language abilities and activity. The revealed factors made up the totality of inside, individual peculiarities of students' personality, which provide efficacy of knowing a foreign language.

The analysis of psychological-pedagogical factors shows that they in their psychological essence are not only personal, individual qualities, suppositions, condition of possession by educational subject, foreign language in this case, but at the same time plays an executive role in the process of learning a foreign language.

The determining role of these factors consists in existing of some immanent leading trends in each of them. Consequently, the correlation of these factors or exactly their leading trends between them is necessary in solving the problem of teaching a foreign language. Combination, interrelationship, mutual dependence of revealed factors, according to psychological nature of activity is enough to realize the success of educational process.

Taking into account that the process of teaching a foreign language in a nonphilological Institution of higher education takes place under unsatisfactory conditions and that practical knowledge of a foreign language is one of the most important characteristics of the specialist of any type, a question was asked, in what way we can obtain the maximum efficacy of educational activity in a nonlinguistic Institution of higher education? It is a well-known fact that organizing and developing individual qualities of a personality descends on activity. It is expedient to play attention to psychological possibilities that are not sufficiently used in foreign language teaching.

Intensification of educational process, selection of the most efficacious educational methods and concrete methodical ways of work with students, which are based on individual-psychological peculiarities of the audience are determining for ensuring the quality of educational process in higher education Institutes and demand the use of the principal of individualization in teachers activity, which provides the stimulation of potential possibilities of every student [3]. In this case the most perspective approach to mastering a foreign language is a personally – oriented approach, wide developed by I.A. Zimnyaya, I.L. Bim, I.C. Iakimanskaia, and so on. In author's opinion according to this approach the organization of educational material, the way of organizing of the lesson must be constructed according with the personality of a student, his level of knowledge and faculty, abilities, intellect, needs and motives [1].

Extreme influence on the level of successful mastering of foreign language is produced by revealing and studying the totality of psychological-pedagogical factors; elaborating the model of teaching a foreign language which is based on a discount of discovered psychological-pedagogical factors and its introduction into educational-pedagogical process. Special organized activity of educational process with adaptation of individual-differentiate tasks and forms of work at the foreign language lessons forms and develops language's abilities, intellectual activity and contribute to appearance of good motivation of students involving every student into active study activity.



There was organized an experimental research to examine all the aims, which included two ways: establishing experiment, detached to study the level of development of totality of psychological-pedagogical factors students of nonlinguistic Institution of higher education; educational experiment based on foundation and development of complex interrelationship of discovered individual factors of students with low and average progress of command of foreign language in Institutions of higher education of nonlinguistic specialities, realizing the principal of individualization of education.

A stating experiment allowed to examine and to study the level of development and organization presented on the base of theoretical analysis of the totality of discovered capacities, intellectual activity and motivation of students of nonlinguistic Institution of higher education. As a result of carried out analysis, an idea that low capable and not capable students have a possibility to attain a higher level of possessing of foreign language, as a result of organization of language capacities, intellectual activity and motivational factor.

Educational experiment directed to founding and developing a complex of psychological-pedagogical factors on the base of realization in educational process made by the author of model of education of foreign language in condition of systematical adaptation active methods and forms of working at German lessons, caused an important effect of adoption of studied language, rise of the level of development of language capacities, intellectual activity and motivation, which are individual peculiarities of students among low capable and not capable students of experimental groups.

Experimental education confirmed the hypothesis of research and permitted to reveal an extreme influence of totality of psychological-pedagogical factors on a definitive level of progress command of foreign language. Stimulation of educational activity is the main psychological-pedagogical condition of progress in commanding a foreign language which determines good motivation, provides the development of intellectual activity and forms capacities of students for successful command of foreign language [2].

Complex approach in organization of educational process based on individual capacities of students, promotes high efficacy of mastering foreign language in nonlinguistic Institute of higher education.

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Conferences information

Bulgarian Science Academy
The Union of scientists of Bulgaria
Linguistic Institute of Rostov State Pedagogical University
University named after "Doctor of Sciences,
professor Asen Zlatarov"
hold on the 13-17th of September in a Hotel complex
of Ministry Council of Bulgarian Republic, health resort Sunny Sea-
shore
International scientific-practical conference
"PERSONALITY, LANGUAGE AND SOCIETY IN MODERN WORLD"

Thematic directions

- World perception through a prism of sociological, psychological and philosophic researches.
- Personality in the context of contemporary pedagogics and psychology.
- Cultural dialogue in the practice of language learning.
- Urgent problems of pragmalinguistics and communication theory.
- Cognitive description of the natural language and its units.
- Semantics and language conceptualization of the world.
- Text and discourse as object of humanitarian researches.
- Functional and systematic approach to studies of language units of different levels.
- Problems of theory and practice of translation.
- Methodical, psychological and pedagogical, methodological aspects of teaching humanitarian subjects.



Psychological faculty of Moscow State University named after
M.V. Lomonosov
Russian psychological society
hold on the 15-17th of November scientific-practical conference
“Psychology of Communication: humanity training”
in commemoration of the seventieth anniversary of
L. A. Petrovskoy (1937 – 2006).

Sections

- Competence in communication: conceptual approaches and research results (leader – A.K. Bolotova).
- Feedback in interpersonal communication: results, problems and perspectives of researches (leader – O.V.Solovieva).
- Psychology of conflicts and conflict competence (leader – A.I. Dontsov).
- Problems of pedagogical communication and ways of its optimization (leader – E.P. Belinskaya).
- Socio-psychological training as a method of competence development in communication (leader – G.T. Bazarova).
- Training history in Russia (leader – U.M. Zhoukov).
- Training for trainers (leader – T.U.Bazarov).
- Training methods in organization development (leader – E.A.Aksenova).
- Art of psychotherapeutic communication (leader — A.S. Spivakovskay).
- Autopsychotherapy and possibilities of psychological aid (leader – E. V. Zirionova).
- Round table conferences
- Dialogue in psychotherapy (leader – A.U. Kharash).
- Training methods in development of ethnocultural competence: round table conference (leader – T.G. Stephanenko).
- Contemporary problems of training development in Russia (leader – O.V. Louneva).
- Age social psychology: subject, tasks and perspectives (leaders – O.A. Karabanova, A.I. Podolskii).
- Family psychology – « no man’s land» (between social, clinical and age psychology) (leaders – O.A. Karabanova, A.G. Lidere).
- Individuality: man as a life subject (leader – N.V. Grishina).
- Humanism in psychological theory and practice (leader – D.A. Leontiev).
- Larisa Andreevna Petrovskaya — Personality, Teacher, Scientist (leaders – T.U. Bazarov, O.V. Solovieva).



Kourskii State University
hold on the 1st- 5th of October 2007 (t. Kursk)
International scientific-practical conference
«Research problems of syndrome of “Burning out” and WAYS of its
correction of supporting specialists (in medical, psychological and
pedagogical practice)»

For the first time we are going to hold an international scientific-practical conference, devoted to problems of research problems of etiology and pathogeny syndrome of “burning out” among specialists in the fields of medical, psychological and pedagogical practice, its diagnostics, prevention and correction.

We suppose to invite key specialists in this urgent problem from Russia, CIS and European Union. As a result of scientific discussion of different problem aspects of studying syndrome of “burning out” we suppose to define general approaches to the terminology, methodological principles of scientific researches, to create practical techniques for prevention and correction of this syndrome among specialists of medical, educational and practical psychology.

At the conference we are going to discuss the following questions:

- The problems of high-priority in researches devoted to “burning out” syndrome – at the contemporary stage.
- Problem aspects of the terminology of “burning out” syndrome.
- Essential conceptual approaches to etiology and pathogeny of the “burning out” syndrome.
- Problems of psychodiagnostics of “burning out” syndrome.
- Problems of studies of “burning out” syndrome among different categories of specialists of supporting professions (in medical, psychological, pedagogical practice).
- Problems of prevention and correction of “burning out” syndrome among specialists of supporting professions (supervision, Balintov’s groups and etc).
- Ethical and law aspects in professional activity of specialists of supporting professions (in medical, psychological and pedagogical practice). How are the psychotherapists, psychiatrists, psychologists and teachers protected in Russia? What experience of the professional communities exists in this field?

In the course of the conference we’ll organize practical Balintov’s groups for conference participants.



Information on the order of presentation of publication

Submit of publishing material procedure

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

To be accepted for publishing in the journal the material should be electronic kind typed in Word, 14 pointtype, sesquialteral range, printable field of 2,0 cm, not more than 20 pages in size, including the list of cited literature. The text should be typed in standard font of type: Times or Arial.

If cited in article the literature is pointed out alphabetically at the end of the article. The literature in foreign languages goes after the one in russian. Reference to sources as a sequence number of the cited book or article (with the number of page in semicolon) is denoted in brackets. Materials for "Scientific life" section are accepted in the course of (within) 2 months after ending of the corresponding congress, conference, convention, etc.

The figures on diskette should be in separate files (TIF or PCX format) with printout and the caption index. It is allowed to file a figure direct in Word within the text of the article.

It is essential to attach to the article a summary – not more than half a page in size – and keywords, as well as author information (name, surname, (patronymic name), home address, ZIP code, telephone number, profession, academic status, place of employment and official position, date of birth, passport data, retirement insurance certificate number, PTN –personal tax number, TIF electronic size photo of 300 dpi definition or no less than 10x15 size photography).

Forwarded to editorial staff, materials should be presented in two languages: Russian and English.

The article sent to the author to complete and being not returned to the appointed date is excluded from the editorship's stock of orders.

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