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Information from the Presidium of RPS

On the 18th-21 st September, 2007 the fourth congress of Russian Psychological Society "**Psychology destined for the future of Russia**", according to the resolution of the Presidium of Russian Psychological Society, took place in Rostov-on-Don.

At the ceremonial meeting Rector of South Federal University, Doctor of Technical Science, Professor Zakharevitch V.G.(co-chairman of the organizing committee), President of Russian Psychological Society, academician of RAE Dntsov A.I., First Vice-President of Russian Psychological Society, Doctor of Psychological Science, Professor Bazarov T.U.(convenor) made speeches with welcoming greetings. At the plenary meeting corresponding member of RAE, Doctor of Psychological Science, Professor Asmolov A.G., Vice-President of Russian Psychological Society, corresponding member of RAE, Doctor of Biological Science, Professor Ermakov P.N. (the deputy convenor), the director of Psychological Institute of RAS, corresponding member of RAE, Doctor of Psychological Science, Professor Zhouravlev A.L. (the president of program committee), the Dean of psychological faculty of MSU, Doctor of Psychological Science, assistant-professor Zinchenko U.P. presented reports.

1564 specialists in the field of psychological theory and practice from 89 Russian cities. Among them there were 230 Doctors of Science, academicians, corresponding members of RAE, post-graduate –students and students. Scholars from Byelorussia, Ukraine, Kazakhstan, the Baltic states, Germany were invited as honorary guests.

Scientific work of the congress was organized according to 16 psychological trends that reflected the main challenges of the contemporary psychology. Apart from symposia in the frame of scientific trends they carried out master classes and round-table conferences, exhibition of achievements of practical psychology, competition "Innovative technologies of the new century", First Youth School of RPS.

The Dean of psychological faculty of MSU, Doctor of Psychological Science, Zinchenko U.P. was elected the President of Russian Psychological Society, Tsvetkova L.A., the Dean of psychological department of LSU, became the Vice-President of Russian Psychological Society**.**

The Presidium of Russian Psychological Society and the readers of Russian psychological journal would like to congratulate Urii Petrovich Zinchenko and Larisa Alexandrovna Tsvetkova. We wish them success on the way leading to flourishing of national Psychological Science.

We'd like to express thanks to the organizing committee of the IVth Congress in the person of Doctor of Psychological Science, Professor Bazarov T.U corresponding member of RAE, Professor Ermakov P.N., Doctor of Psychological Science, Professor Rumshina L.I..

General Psychology

Khramov V.V.

Information aggregating as a problem of personal self-orginazation

Efforts of integrating different trends in scientific research have actuated in recent decades. Effective research methods inter-infiltrartion between different brsnches of modern science becomes a standard, just as mathematization of many applied trends in sociology, psychology, pedagogy, etc. Author of this article considers methods of modern formalization and aggregating of psychological-pedagogic concepts of sense, individuality, intellect, etc. to be the most prospective in up-to-date methods. Some models and methods of realizing "sense extraction" procedure based on modern mathematic psychology are suggested in this article.

__Key words__: information, aggregating, sense and sense-building, individuality, self-organization, order parameters, fluctuative and controlling parameters.

In recent years, system approach in psychology has been developed mainly by means of creating systemic theories of distinct psychic processes and structures [12, 23]. System approach, which was formed in psychology due to efforts of well-known psychologists (such as B.F. Lomov, V.E. Klochko, E.V. Galadjinski), suggests viewing various psychic phenomena, processes and formations as multidimensional and multi-qualitative objects, that have relatively independent levels and sections. Several models belonging to different areas of psychology act as a core or a prototype in this case. In other words, synthesis of two or several models, each representing certain aspect or section of studied object, is proceeded within system approach. For example, to solve a control problem of engineer-psychological type [26], it is necessary to take into account functioning of perceptive structure, special imagination, motor system, and personal factors of decision making. Herewith it appears that each of these aspects is developed separately and is described in corresponding model, but they have to be aggregated (combine aspects of research object into unified system) to obtain the solution of practical problem. Close to that is a case when several models are aggregated into one while each model becomes a level of the combined one for the purpose of creating a theoretical model [17, 27].

In terms of system approach a more common case would be a multidimensional synthesis [23, 26] of integrated model, when there is no combining of distinct peculiar component models into a common construction, but finding a construction that cancels many or even all previous "section" models. Such kind of situation is seldom

seen in science and is related to heuristic methods. Generally speaking, it is not always possible to determine the way a model was created by simply examining it. This is the methodological meaning of procedure convergence principle, that is rather well known in cognitive psychology.

Systematical development of many psychological science concepts in recent years is quite important, especially in case of sense and sense-building, integral intellect, etc. More and more developed models of these concepts, which are quite effective in their practical application, are being built. Many well-known psychologists (R. Kettel, F Vernon, D. Vescler, V.N. Drujinin, M.A. Holodnaya and many others [1, 5, 23, 25]) have researched models with two, three, and even four levels of hierarchy, with one or several main factors.

System approach is closely combined to evolution approach, which suggests using the principle of developing. Analysis of psyche evolution main principles is inseperable from the analysis of world evolution main principles. Famous psychophysiologist V.B. Shvirkov's words [29]: «Complication of systems and their correlation with environment in the following row: atoms, molecules, cells, multicellular organisms, combinations of organisms, human societies» confirm this directive in psychology. Evolution development principle acquires different forms depending on the area of it's application. So, for example, in area of intellect psychology development should seen not as just one of research aspects, but as an immanent feature of any whole intellect research [25]. Moreover, the development principle in intellect psychology appears to be connected with the problem of synthesis of different parts of "multiaspect" [19] knowledge.

Herein the problem of correlation between system approach and evolution development principle appears from a different side. B.F. Lomov, while listing principles of system approach, includes the (evolution) development principle too: «System approach… demands studying phenomena in their development. It is necessary based on the development principle… Multiaspect research of psychic phenomena, their multidismensionality and multileveled nature, combination of different order features, complexity of determination building can be researched only when the system is studied in it's development. The existence of the system consists of its development. [12].

When analyzing systems, that appeared in the way of natural evolution, such as living beings, society, culture, language [20], psyche [23], the regularities of system functioning are mostly derived from already formed regularities of development which reflect a stable informational attractor. However, when researches of different evolving systems are being made, regularities of development and functioning may vary.

Certain extremity is connected with F. De Sossure [23] and ctructural approach to language as a full completed and self-sufficient system, that has it's inner regularities, and even a single element of which can not be deleted without breaking system's wholeness and with out changing the whole system.

From our point of view another variant is possible and preferable. It is implied from the research described in works of Nobel Prize Winner I. Prigojin for several physical and chemical (and later even for informational) systems where he showed presence of «bifurcation points» in which a system may take this or that way of development

under the influence of starting conditions [for example, 21]. Similar possibility of multiple development scenario is suggested by methodology of limiting ideal types suggested by M. Weber [7] in sociology and history.

Human being as the subject of psychology in modern postclassical vision is a complex self organizing system. Psychologically correct studying of human it is obvious that he is not only a product of his environment and circumstances, tha not only outer dynamics sets his existence but the inner as well – a human does not only react to outer influence but acts by himself [6]. That is why the term "self-organization" of human as a complex and active system reflects that fact with maximal accuracy.

A.G. Asmolov in his historical-evolution approach [4] allocates three "hypostases of human, revealing his essence and existence as a person:

– Human as a *multidimensional* entity, that shows itself at the same time as a participant of historical-evolutionary process, carrier of social roles and sociotypical behavior and a subject of individual lifeline choice, during which transformation of nature, society and oneself is carried out.

– Human as a discriminatory dialogic polyactive being, entity of which is created, transformed and defended in the world, in other people, in oneself.

– Human as a subject of unbound responsible goal-directed behavior, acting as a value in other's perception, including oneself, and possessing relatively standalone stable *holistic system of variable individual merits*, that characterize his distinctiveness and inimitableness in ever changing world."

And on: "… it becomes more and more obvious, that *multidimensionality* acts as a entitic characteristic of personality. Human, being "a measure of all things", has no measure for himself, since he conceptually can not be measured in one dimension.

Allocating *multidimensionality* as initial characteristic of personality understanding in nonclassic evolution approach allows distinguishing the history of development of personality conceptions as a history of *discovering different personality dimensions…"(All allocations are ours. V.K.)

Evolution is development, despite the system it is studied relatively to. Human, organism, distinct functional systems, distinct sell, organism communities, etc., can be viewed as open dynamic systems that are not in a state of equilibrium, but are stable on account of potential states chaos self organizing into certain structures.

Many difficulties and contradictions of factorial research and most of their critics are explained by absence of time dimension in their models. From the point of view of suggested approach, forming and possible grounding of a structure lays not in the point on time axis where the structure of certain psychological construct is fixed, but is extended along whole period of previous development (at least from the moment of some bi- or polyfurcation). Thereafter, it's determinants and invariants appear not only inner, but outer alike [25, 27, 28]. Such approach allows broadening the diapason of explained phenomena, by including psycho-genetic phenomena and phenomena connected with intellect development.

Interaction and "contribution" of different organism life-support subsystems in natal system, formed for certain purposes, which in the mean time was written about by P.K.

Anokhin [3], «allows separating subsystems not by life-support functions (metabolism, movement, mirroring), but by functions of supersystem, that includes these subsystems."

Broad integration of multidimensionality and multilevel principles in cognition structures and integral individuality allowed formulating and denoting the direction in polymorphic individuality research. Based on whole individuality model general trait, i.e. it's multidimensionality and multilevel, a thesis [5, 16] about real and unbialedly grounded existence of universal individuality psychology, that possesses properties of self regulating and self organizing system, was profound. The meaning of named system principles reveals itself in other aspects as well [5, 26, 27]. Unti mow identification of personality and temperament was made by ether transitive, functionally-resulting, or processual methods [15, 24]. In all cases homogeneous or single-dimension characteristic of temperament and personality traits was used. Apparently, by matching personality and temperament, it is possible to gain an answer to what really hides in these constructs' correlations [8, 28].

Hereby, taking multidimensional and multilevel model of personality, that evolves (therefore, is dynamic) during the history of humankind and certain human life, allows using it to describe the apparatus of open complex self-organizing dynamic systems.

Research of individuality essentially depends on indeterminacy of qualitative and quantitative valuations of personality traits. Indeterminacy means danger of delusion and demands risk, risk amplifies indeterminacy and begets new problems. Indeterminacy is not a synonym to eventuality, but an independent systemic term, which includes eventuality as a component. Indeterminacy is a system containing unknown traits and their verges as subsystems, and this system is accessible to decomposition, stratification and classification. Allowance of decomposition is a separate problem, which in case of individuality research, lays in terms of well known Krone-Roads theorem [26]/

Probabilistic characteristics of indeterminacy may be used only to cases of indeterminacy, that possess stable statistics. In personality research we deal with particular unique situation. Only some of this situation's properties may have stable statistics. These are usually physical, much more seldom physiological or psychological properties.

Several different types of indeterminacy are specified in individuality research.

1. indeterminacy of traits, connected with nescience of particular values of eventual magnitudes and dependencies, statistical and probabilistic characteristics of which are known with this or that degree of particularity, or limits for maximum and minimum values are given (interval indeterminacy).

In system processes of integral individuality development (oftenly on account of nonlinearity of it's components) stochastic events happen – fluctuations, that sometimes can be marked and measured. Prognostics of fluctuations is rarely possible due to their diverse origin. This leads to detour of measured system characteristics from their actual values. Compared to system characteristic, fluctuation are small, a complex of fluctuations can cause little predictable and uncontrolled consequences, especially if the individual is psychically unstable.

2. Indeterminacy connected with nescience of dependencies characterizing in-personal and interpersonal processes.

Description of these dependencies is always approximate, sometimes unformaliz-able, and sometimes can be presented only in language of adequate model. But even in the latter case proper description of processes and values of characteristics are not always known. Usually they are known with an accuracy to approximation, defined by specifics of selected scale.

Difference between actual and approximated values can be however small, but it doesn't change the influence of this difference on individual's behavior as a complex system. It is known, that a nonsignificant detour from starting (ideal) conditions can lead to sifnificant change of phase trajectories of the system, even to conversion to area of phase space [10, 21]. Insufficient grade of approximation can lead not only to loss of accuracy of individuality identification, but to loss of terms – different areas of phase space of individuality as a complex system may required to describe different term complexes (psychological, medical, juridical, etc.).

3. indeterminacy, connected with nescience of some factors (processes), influencing the development and structure of personality.

Insufficient information about processes and factors, that influence personality's behavior can cause not taking into account of necessary model components, and therefore, to excluding important factors and effects from consideration. This means not ignoring of those factors, but not knowing them. This can lead to detour of calculated phase trajectories from actual ones, and therefore, to unpredictability of individuality dynamics, or to lapse of quasistohastic areas. This indeterminacy is quite typical in research of individuality as a complex system as particular social and physiologic effects may be unknown.

Analogical indeterminacies can be caused by characteristic factorization [2, 11, 22], when only "meaning" characteristics are extracted or linearly aggregated. A typical case is not taking into account of a correlation between characteristics due to nescience of factors in which the correlation reveals itself.

3. Indeterminacy, connected with technical impossibility to take in account all factors that influence personality development processes, though these factors are clearly known [18, 30] (insufficiency of mathematic system and/or organic model).

4. Indeterminacy, connected with new, previously unknown to psychological science phenomena and effects [18, 19].

Nowadays discoveries in psychology do not lay on the surface. The are connected with fine research, informational-structural firstly, results of which are capable to seriously influence general model of individuality.

5. Indeterminacy, connected with insufficiency or inadequacy of term complex and impossibility of matching facts [19, 24].

6. Indeterminacy, resulting from additionality principle [19].

Main gnoseological value of additionality principle is that any judjement, how ever strictly was it proved, in it's essence contains an alternative, the more categorical is the judgment, the deeper is the alternative. This is the source of deep, important indeterminacy.

Given list of indeterminacy is limited by the research interests, it can be differentiated and developed, named sources of indeterminacy are connected and

have multiple meanings. Difficulties of handling indeterminacies of various origin are obvious.

Grounded and researched by given moment mathematical structures allow integrating indeterminacy into descriptions of psychological research in following ways:

1. By means of spreading probabilities of states of researched components on phase information space. Omnifarious phase (simplex) spaces (multidimensional psychological [1, 5], educational [8], intellectual [23] and other spaces) are taken into account with operation of direct composition.

2. States and observed values are described by matrixes (operators) on gilbert spaces with operation of trenzoric composition.

3. States of system characteristics (order parameters) on phase space are described by means of solving system of non-linear differential equations. Upon certain values of coefficients bifurcations and sequences of bifurcations appear.

First method composes the contents of classical law of probability and theory of indistinct multitudes, based on which is kinetic theory of matter. It's essence lies in presence of hidden system parameters, inaccessible to account and observation and creating indeterminacies as a consequence of incompleteness of knowledge.

Second method is borrowed from quantum mechanics and gives a possibility to describe information microobjects interaction. In this conception parts of whole individuality (system) exist virtually [8]; This is the essence of quantum indivisibility.

Third method is connected with interaction of inner processes of integral individuality. If the system (AI) state nonlinearly depends on processes in and outside of system, it may become unstable and consequence of states may become a consequence of instabilities [18]. This means, that under same conditions system (or identical systems) state will not absolutely match, but will be only asymptotically close. However, due to cumulativity, small (in limits of asymptotic) detours may be amplified to whatsoever big values, so actual states of AI possessing traits of complex system, can differ greatly, despite identical conditions.

Both in second and third methods make indeterminacy indescribable in classic probability way.

An additional trait to indeterminacy is self-organization. Factors of self-organization are auto synchronization of processes and their cumulativety.

Differences between people, specified by their individuality, determine their character, actions, behavior, and, at the end, influence their fate. That is why it's important for a psychologist to understand the mechanism and sequence of individual differences development, reveal the space of their realization an functioning. Initial moment in studying individuality is considered to be uniqueness, individual singularity as an inimitable combination of all traits, differing one human from another. "Term "unique", meaning "one of a kind", is undoubtedly generic for "individuality" construct – central element of human differences science…" [11]. Inimitability is a serious values, as it establishes equality of all people by the right of birth. But to be the only, it is enough to have papillary lines, which differ particular human from any other. A number of human "inimitabilities" establishes a question of criteria for allocating most es-

sential of them to build accordable hierarchical structure. Individual does not become individuality just because he differs from the others in a row. "This difference alone does not make up the phenomena of individuality, which is connected with forming *a synthesis of traits* as a closed self-regulating system".

From the position of *system* understanding of individuality it is stated, that individual particularities, whatever level of hierarchy they are on, normally result from wholeness of personality as open dynamic system, possessing most different inner and outer connections. In conception V.S. Merlin [16] ground is given to the term of *"integral individuality"* as a special connections between all human properties, starting from biochemical specifics of organism and to social status of person in society.

Using exact sciences system, B.G. Ananyev [2] and his employees mathematized complex (multidimensional and interdisciplinary) approach to human individuality and discovered the influence of one different leveled bases of individuality on others.

Continuing this direction, the given work suggests paying attention to informational (qualitative [22] and quantitative [15, 22]) approach to research of individuality. For this purpose, the author and his students have analyzed known determinations of information (and have collected nearly 180 such determinations) applicably to different phases of informational process, its multidimensionability was proved [28], basing on principle of additionability of N. Bore.

In terms of this work (and because of it's size limits) let's use brief pragmatic determination [30] "information is what (*all* what!) helps human… practically realize his activity". In detail about information as a phenomena, including applicably to psycho-pedagogic research, see [26, 27]. Note several properties of information important for this research. The first: it is always connected with the structure of object or phenomena, to which it relates. The second:, macroinformation [27], and this is the level we'll describe individuality on, always leaves a trace in according environment (psychological, educational, program, etc.). The third: the more complex system individuality is, the bigger is quantitatively information with account of emergency.

For clarity reasons, let's stop at three information characteristics: attitude towards information object (individuality), dependence from time and dependence from source. Let's use Weich-Karno diagram for description (figure 1).

		Time dependence			
		Static		Dynamic	
Attitude towards information object	Inner	1 (ABC)	2 (ABF)	3 (AFE)	4 (ACE)
	Outer	5 (BCD)	6 (BDF)	7 (EFD)	8 (CDE)
		Objective	Subjective		Objective
		Source dependence			

Figure 1- Variant of choosing types of information exertion

Let's use geometric interpretation of information in form of octahedron Herewith flatness BCEF- divides inner information, including "self cognition" and outer information, gained through communication with environment. ACDF divides static, long-

term information, and dynamic, current information. ABDE divides objective information, gained by technical means, and subjective information.

We'll refer to persons integral individuality as a combination of features of psycho-physiological and social nature that vary individually within given multidimensional nonlinear scale [5, 22, 26].

We'll refer to individuality identification as a process of building mathematical model based on measured input and output psychological characteristics. As learner's basic psychological characteristics we will take current intellect level, presense of positive motivation to learn and character and temperament properties.

In terms of this work aggregating means "operation of calculating of values, connected with parent positions in hierarchic dimensions. This consolidation can be summing, averaging or any other complex operation to get secondary value that is of interest to analyst" [25].

Рис. 2.2. Геометрическая модель
информации (ГМИ 1)

——— Внутренняя / внешняя
— — — Статическая / динамическая
—·—·— Объективная / субъективная

Figure 1- Geometric model of information

The main assumption is that initial information (indexes) is an exertion of some objectively existing, but not measurable factors that determine differences between research objects. These factors in terms of open complex self-organizing systems (one of them is integrated individuality) are called order parameters [10, 21]. They might not have any dimension or established name from area of psychology, didactics, physics, physiology and other.

The basis of suggested approach is a problem of building unified aggregated parameter (order) – slowly changing within given attractor variable, that describes dynamics of purpose-oriented state (sense) forming. This problem is, in general, of approximational character and is close to problem of scaling [17, 22, 26].

Following components appear in this problem:

A multitude m of objects in form of n-dimension vectors x_i; $i=1..m$; n- the number of measured or valued indexes;

Function class $f(x)$ F , that gives every object an according number – class of allowable aggregated number scales;

Approximated structure of objects in form of double reference;

Method of generating approximating double reference on f(x) scale;

Functional Φ, that gives every f(x) F scale an according number, which characterizes proximity of structure under research and structure, generated by f(x) function in certain fixed way.

The purpose of solving given problem is finding $f_{onm}(x)$ F scale, that provides Φ functional minimum: Φ ® min. Thus, Φ functional acts as quality criteria for f(x) scale, and $f_{onm}(x)$ with method of generating approximating double reference integral order parameter [8, 10].

In the number of problems of processing information, that describes informational object or it's components, appears a necessity to conduct functional scaling [17, 26] and aggregating of data, received from several spectators, that are characterized by limited definition and therefore, limited validity. Let's examine an aggregation method for such data on the example of system of individuality research in two-dimension psychological space but without approach generality limit.

Let $b_{i,j}^{k}$ be objective digital data on element with (i, j) coordinates. $i = \overline{1, n}$ and $j = \overline{1, m}$ reflections of AI in two-dimension space, gained from spectator number k= $\overline{1, l}$. In particular case, if every k-sensor has an according λ_k-position (point of view) a normalized display can be formed as $\left\| I_{ij}^{\lambda_k} \right\|$, matrix,

Where
$$I_{l\o\o}^{\lambda_k} = \frac{b_{ij}^{k} - b_{\min}^{\lambda_k}}{b_{\max}^{\lambda_k} - b_{\min}^{\lambda_k}}. \tag{1}$$

As a pre prepared standard the most probable (expected or goal, depending on the research phase) value of display element, gained from $\lambda_k : I_{\acute{Y}}^{\lambda_k}$ point of view. When proceeding to problem display of researched individuality, we form a $\left\| \mu_{ij}^{\lambda_k} \right\|$ matrix, elements of which are calculated as appertain functions values formed by experts [15, 17, 22]. Applicably to physiological functions display several analutic countenances are used to describe appertain function (AF) [26]. The following one is relatively universal:

$$\mu_{ij}^{\lambda_k} = \exp\left\langle -\alpha \left| I_{ij}^{\lambda_k} - I_{\acute{Y}}^{\lambda_k} \right|^{\beta} \right\rangle, \tag{2}$$

where α and β are appertain function parameters given by experts.

As AF is ceaseless on $I_{ij}^{\lambda_k} \in (0, \infty)$, then to value a display element by means of majority conversion, let's replace disjunction and conjunction operations with operations of choosing minimal and maximal AF values accordingly.

Let us cite the following *theorem* (see the substantiation in [26]):

Let $\{\mu_{A}^{i}\}, i = \overline{1, 2k + 1}$ *be the indistinct multitudes appertain function value* $\{A_j\}$. *Then logical sampling m from 2n+1 has an according m-element in arrayed variational row μ* $_1 \leq \mu_2 \leq \ldots \leq \boldsymbol{\mu}_m \leq \ldots \leq \mu_{2k+1}.$

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An important particular case is majority sampling *k+1* from *2k+1,* realized trough median function:

$$\overline{\mu} = med\left\langle \mu^{1}, \mu^{2}, ..., \mu^{2k+1} \right\rangle = med\left\langle \mu_{1}, \mu_{2}, ..., \mu_{k+1}, ..., \mu_{2k+1} \right\rangle = \mu_{k+1}. \quad (3)$$

Last value $\overline{\mu}$ provides minimum detour modules sum:

$$\sum_{i=1}^{2k+1} \left| \overline{\mu} - \mu^{i} \right| = \min. \quad (4)$$

Aforesaid aggregating method provides, except improvement of virtual individuality (model) display, improvement of validity in decision making systems on given individuality development direction, for example during education or upbringing process, under indistinct or incomplete initial data.

Hereby, using suggested approach, it is possible to "return holistic human into psychology", as suggested a third of century ago A.N. Leontiev. Practical solution of this problem will allow to speak about humanization of education, «aboutstopping of obvious violence over human nature»[9].

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Sumina N.E., Nichiporenko N.P.

Interconnection between anticipation consistency and personality properties

Using empiric material analysis an interconnection of anicipational consistency, personality properties and self-attitude characteristics is defined, nonlinear character of inter connection is revealed, anticipation consistency functions in context of personality health is examined.

Keywords: *anticipation, prognostics, personality, anticipation consistency, self-attitude.*

Introduction

By present moment, scientific surveys upon anticipation problem and probability prognostics are widely presented in psychological literature [2, 3, 4]. Most of those works are aimed at revealing general psychological regularities of anticipation activity. Several research institutes study different prognostics aspects – ontogenetic regularities of anticipation development [12], cognitive prognostic ability structure [11], neurogenesis anticipation mechanisms [5]. Publications, generalizing present disembodied anticipation abilities and prognostics researches, appeared [6, 8, 11].

Present research is devoted to anticipation abilities in healthy personality properties system study. This point of view allows better understanding of anticipation consistency functions, its' interconnection with other individually-psychological personality traits.

Anticipation in modern psychology is defined as a human ability to forestall event course, his own and others' actions results, construct his activity upon adequate probability prognosis. This definition nearly matches B. F. Lomov's understanding of anticipation as a subject's ability to act and make decisions with certain time-space preact with regard to expected future events. [4]. Anticipation consistency (prognostic competence) is understood as person's ability to forestall event course, forecast situation development and his own reactions towards it with high accuracy and act with a time-space preact [6]. Hereby, anticipation consistency characterizes a certain level of anticipation abilities development level in personality system. Three types of anticipation consistency (AC): personal-situational AC – ability to anticipate other people acts and different variants of event course; spatial AC – ensures motor preadjustment, spaceorientation; temporal AC – represents ability to allocate and adequately plan one's time.

Main aspect of our work is connected with personality understanding problem. From the diagnostic point of view, the most corresponding to the tasks of our research is the theory of leading tendencies and a typological approach based on it, which allows characterizing individually-personal properties system [13]. An important part in normal personality functioning belongs to inner mechanism of self consciousness,

including self-esteem and self-respect, which the level of assertions and actual be-havior depend on [14]. Therefore, we included studying of personality anticipation abilities in correlation with self-attitude in the research plan. As an extra conception we used actual personality abilities conception by N. Peseschkian, according to which contents of actual abilities is closely connected with person's social and emotional relations, activity and behavior standards, accepted in one or another social group (family, work collective, friends, social institutes) [10].

The goal of present work is studying of anticipation consistency in correlation with personality properties and self-attitude characteristics. Research hypothesis is an assumption that this correlations are of nonlinear, mediated character. Following methodics were used to achieve selected goal: 1) anticipation consistency test by V. D. Mendelevich, which allows diagnosing level of personal-situational, spatial, tem-poral and general anticipation consistency; 2) standardized multiprofile personality research method (SMIL) by L. N. Sobchic; 3) self-attitude test by V. V. Stolin and S. R. Panteleev; 4) Visdaben test (N. Peseschkin) intended for esteeming actual abilities - personality characterical traits and it's relationship system.

150 people participated in experiment as test subjects, 75 of them were men, 75 were women. They are students and tutors of a technical university and economical sphere employees in the age from 20 to 53.

Result processing and analysis were done using two intercomplementing strate-gies: correlation analysis and difference search. Estimation of presence or absence of statistically authentic differences between average sample rates was done by t-Student method. Rate correlations were determined by means of correlation analysis (Pirson correlation coefficient).

RESEARCH RESULTS DISCUSSION

To reveal common tendencies we have counted average sample values for SMIL methodic and self-attitude test with two groups of test subjects: anticipation com-petent and incompetent (whose rate are accordingly above or below average sample rate M=243,2); after that, value of difference was defined by means of Student coef-ficient.

Averaged personal profile of SMIL test subjects with general anticipation consis-tency is realistically different (all rates are stably lower) from personal profile of antici-pation incompetent test subjects by anxiety (t=-1,87, p<0,05), individualisty (t=-2,22, p<0,05) and optimism scales (t=-2,23, p<0,05). Self-attitude characteristics of both test groups are nearly the same. Inconsiderable statistically import less differences certify, that anticipationy competent test subject demonstrate a bit more self respect, but are less autosympathetic compared to anticipationy incompetent respondents.

General tendencies analysis allows certifying, that averaged rates do not reflect but rather conceal these or other correlations of anticipation consistency and person-ality properties. That is why we carried out a detailed correlation analysis on each and every researched parameters. General data matrix was an array of 57 variables and

150 test subjects.

In researched sample general anticipation consistency correlates with individualisity (r=-0.22, p<0.01) and anxiety traits (r=-0.17, p<0.05). According to the manual, emotional coldness, perception and assertions singularity, selectivity or formality of contacts and social communication distortions can cause absence of distinct conceptions of proper behavior in this or that situation and other people expectations. Alienability leads to difficulties in situation estimation and general world picture, which essentially decrease prognostic competence of personality. Analogically, inner tension, diffidence, anxiety, permanent readiness to something unexpected phenomena or threat, constant need in deep and firm contacts with people around – i.e. denominated symbiotic tendency – also match with anticipation inconsistency.

It is important to mark, that results of correlation analysis showed rather denominated *tendency* of correlation between general anticipation inconsistency and scales of so called neurotic triad of SMIL profile – hyper control (r=-0.14, p<0.1), pessimism (r=-0.13, p<0.1), emotional lability (r=-0.14, p<0.1), and impulsiveness scale (r=-0.14, p<0.1). These dependencies, despite not reaching lower 5% threshold level of importance, in our view, are significant and prove lawfulness of anticipation conception of neurogenesis [5, 6].

Negative dependencies between anticipation consistency and distinct self-attitude characteristics – auto-sympathy (r=-0.20, p<0.05) and self-acceptance (r=-0.22, p<0.01). At first sight they seem illogical. But if we accept nonlinear character of correlations, then they can be explained. Lack of sympathy and trust to one's own personality, rejection of some of it's sides, dissatisfaction with one's own self and discomfort and anxiety caused by it can be projected on environment, increase sensitivity to other's opinion towards one's personality, make that personality more vulnerable, thus activating anticipation mechanisms for protection purposes. In it's extreme exertion this phenomenon is very similar to suspiciousness, when a negative attitude to one's self forms a negative expectations towards others and stimulates prognostics of their behavior.

In actual abilities sphere, measured with help of Visbaden test, general anticipation consistency combines with unavailability to do intense and tiring job for a long time and showing enthusiasm (correlation with assiduity scale r=-0.17, p<0.05), activity deficit (r=-0.16, p<0.05), high sensitivity to bodily exertions (r=0.16, p<0.05) and positive relationship with father (r=0.25, p<0.01).

Person-situational anticipation consistency did not reveal statistically authentic correlation with either one of SMIL scales, but turned out to be connected with following characteristics: general attitude to self «pro or contra one's own "me"» (r=-0.22, p<0.01), expectation of others attitude (r=-0.21, p<0.01), self-assurance (r=-0.19, p<0.05), body / sensations scale (r=0.25, p<0.01), politeness (r=0.20, p<0.05), punctuality (r=0.16, p<0.05), activity (r=0.16, p<0.05).

As it cam bee seen, all dependencies between person-situational anticipation consistency and self-attitude characteristics are of inverse character, and between person-situational anticipation consistency and actual abilities are of direct character.

Inverse dependencies certify that deficit in accordable spheres of self-consciousness creates inner diffidence, dependence on others' attitude, discomfort, increases 'social' anxiety and actuates personality to apply considerable effort to anticipating other people behavior, which contributes to growth of personal-situational prognostics.

Person's negative I-conception does not prevent, as it can be obviously supposed, but in some cases contributes to prognostics development in social relations and other people behavior sphere. This regularity can not be explained by a linear causal connection between given phenomena; understanding is possible only if we assume influence of some other factor that takes part in social and event environment prognostics. Such factors in our opinion can be mechanisms of psychological defense and cope behavior that mediate interconnection of person-situational anticipation consistency and self rejection. Vulnerability of a person with a unconfident and negative attitude towards himself, expectation of negative attitude from others cause constant anxiety, which in it's turn, activates defensive processes of different (conscious and subconscious) levels. Analogical cope function is apparently in this case done by anticipation consistency, allowing personality consciously or intuitively forecast circumstances that threaten its psychological integrity preact them in due time. Unlike cope-strategies, which activate after stressing event, anticipation consistency participates in personality stabilization before stress causing influence, making it more expected, during stress, allowing anticipating of situation development and conclusion, and after stress situation, when planning coping behavior.

Actual abilities correlate with person-situational prognostics directly, which certifies, that increased punctuality, aspiration to activity, politeness, which can host suppressed aggression, excessive attention to bodily exertions and predisposition to psychosomatic reactions act as compensatory formations that allow a person with negative self-attitude adapt to unsafe environment by means of escalated developing of anticipation abilities. As a result, person-situational anticipation consistency of diffident and self-rejecting people is more "loaded" compared to people with positive self attitude, which determines more intense development of this type of prognostic competence.

Carrying out **spatial** anticipation consistency and personality properties, we observe direct correlation dependencies with self-attitude scales. At large it can be stationed, that motive agility is connected with emotional stability ($r=-0.16$, $p<0.05$), which correlates with other research data [1, 6, 9], interest to one's own thoughts and feelings and confidence in one being interesting to others ($r=0.18$, $p<0.05$), self-control and self-sequence ($r=0.24$, $p<0.01$), ability to establish, support social relationships when problems arise ($r=0.21$, $p<0.01$), and possible ignoring of common norms and concepts ($r=-0.17$, $p<0.05$).

After more detailed analysis of 3 SMIL profile scale, the following can be stationed. Persons with high emotional lability, according to the manual [13], posess f well developed ability to eliminate anxiety by means of excluding factors conditioning it from consciousness. However, overdevelopment of this trait troubles formation of stable

behavior, as it excludes material essential for efficient interaction with environment out of consciousness; in clinical case loss of ability to form stable aims and building and foreseeing behavior results based on previous experience may be observed. Apparently, conceptions and emotions forced out of consciousness make up stable background, if not a base for motive clumsiness. That is why people with expressed hysterical traits often have weakly developed ability to anticipate spatial characteristics of environment and their own motive activity. Appeared regularity correlates with other authors' research results in pathology [6, 15] and psychically healthy people [12].

Temporal anticipation consistency in common sample turned out to be connected with pessimism (r=-0.19, p<0.01), politeness (r=-0.22, p<0.01), and «We» scales (r=0.16, p<0.05). Hereby, person capable to anticipate time well, is characterized by self-confidence, cheerfulness, optimism, high achievement motivation, open and tolerate attitude of parental family towards the world. However, temporal prognostic competence, compared to other anticipation types, reveals the least amount of statically important correlations with personality properties (only one SMIL scale), actual abilities (2 scales in N. Peseschkin inquirer), and, significantly, no correlation with self-consciousness characteristics at all. Thereby, temporal anticipation consistency is less connected with personality and it's relationship system than other types of prognostic competence. We can assume this type of prognostic competence to be more determined by intellectual characteristics, either than personality properties system.

SUMMARY
1. Anticipation consistency, defined as a subject's ability to forestall event course with high probability, forecast situation development and his own reactions is connected with personality properties, self-attitude characteristics, and behavior features in different social interactions.
2. In personality properties system, emotional coldness, perception and assertion singularity, selectivity or formality of contacts and social communication distortions, alienability, inner tension, diffidence, anxiety, expressed need in deep and firm contacts with people around combine with general anticipation inconsistency.
3. Dependencies of personal-situative anticipation consistency with self-attitude characteristics are of inverse character, and certify that deficit of positive attitude to one's own self creates inner unconfidence and discomfort, dependence from other's attitude, increases 'social' anxiety and induce a person tu put up considerable effort to anticipating other's behavior.
4. Spatial anticipation consistency is connected with emotional stability, interest to one's own thoughts and feelings and confidence in one being interesting to others, self-control and self-sequnce, ability to establish and support relationships when problems arise, possible ignoring of common norms and concepts.
5. Connetion between general and personal-situative anticipation and self-attitude characteristics is ambiguous: anxiety inducted by threat of unstable I-con-

ception can cause affective destabilization and generally reduce efficiency of prognostic activity, and on the contrary can facilitate anticipation consistency development, actualizing adaptive processes, connected with increased sensitivity to environment behavior and 'sharpening' prognostic abilities.

6. Person capable to anticipate time well, is characterized by self-confidence, cheerfulness, optimism, high achievement motivation, open and tolerate attitude of parental family towards the world.. However, temporal prognostic competence, compared to other anticipation types, is the least connected with personality properties and it's relationship system.

CONCLUSION

Hereby, research carried out allowed specifying the connection between anticipational consistency, personality properties, self-consciousness characteristics, person's relationship system features. Appeared interconnections, their intensity and directivity can not always be explained by simple causal arguments or obvious statements. Understanding of place and function of anticipation consistency in personality properties and relationship system demands using additional constructs which allows speaking of nonlinear, mediated character of revealed connections. Taking into account theoretical view upon the nature of personality derivations [7] and the results of latest research [6, 9, 15], we assume that elements like personality stabilization systems, psychological defenses and cope-behavior strategies are among factors that mediate interference of anticipation abilities and personality properties.

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Social Psychology

Skripkina T.P., Bandourina M.V.

Gender particularities of non-verbal patterns of the confidential relation to the Other

The current research is dedicated to the acute problem of interpersonal trust and particularities of nonverbal patterns of confidential relations. The important feature of this research is determining patterns of nonverbal expression of the confidential feeling and distinguishing their gender differences.

Key words: *trust, interpersonal relations, self-disclosure, nonverbal patterns of confidential relations, gender differences of trust displaying.*

The interpersonal relations are considered the most important and carefully studied problems of social psychology, at theoretical as well as empirical level. By now scientists and researchers have accumulated precious empirical material upon these problems and have built interesting theoretical models. A lot of researches concentrated on problems of interpersonal relations are spread all over a large spectrum of socio-psychological phenomena: interpersonal aggression, attraction, dislike, friendship, affection, altruism, love, antipathy, jealousy, empathy and etc. However the phenomena of positive emotional relation and assessment have escaped from specialists' field vision. Among those "lost" we can name trust phenomenon,

which is often linked to the notion of "faith", but they are not identical. The notion of trust exists and objectively functions in everyday psychology, but the determination of trust phenomenon has overcome a long winding way in social psychology. Though the studies of confidential behavior, especially non-verbal, are still limited.

The whole «constellation» of researchers touches the problem of trust in their works, considering it as a condition of different phenomena existence connecting the man with the environment (E.Ericson, 1967; T.Govir, 1992), with society (S. Dzhourard, 1959; I.S.Kon, 1973, 1984; K.A.Aboulkhanova-Slavskaya, 1981; L.A. Petrovskaya, 1982; L.Ya.Gozman, 1987; B.F.Porshnev, 1987; A.A. Kronik, E.A.Kronik, 1989 and others), with his own personality (I.S.Kon, 1967; A.Bandoura, 1977; E. Shostrom, 1992; K.Podzhers, 1994; F.Perlz, 1995 and others.).

Some authors regard trust as an undoubted condition of personal interaction and common understanding: «Confidential communication is such communication when one person, speaking with the other, confides him some "confidential information" –ideas, feelings, sufferings, revealing some or other sides of his personal inner world» [5; 6]. In our opinion, this approach contains the confidence definition through the

act of giving some confidential information, but the phenomenon of confidence itself is not defined.

Only in last decades, in our national research studies, confidence starts figuring as independent socio-psychological phenomenon, they study the role of confidence in personality behavior. The confidence acquires the status of "social capital", it means the instrument, providing society existence and development» [8].

One of these approaches how to analyze the problem of trust in modern society was proposed by P.Shtompka, the professor of Krakovskii University. In his report «Trust, distrust and the paradox of Democracy», the author proposes third-dimensional model of trust [10]. The proposed model includes as components «reflected reliability», «basic credulity» and trust appeared under culture influence. The term of "reflected reliability", presented in this approach, in author's interpretation close to confidential acts in interpersonal relations, while the trust itself, is considered as a personal trait. Of special interest is the culture of trust, which releases and mobilizes human activity, contributing to creative, natural, businessman's activity, sociability, diverse interaction between people. According to Shtompki, the culture of distrust in the society paralyses human activity, evoking conformism and even real pessimism, alienation, which menaces to break interpersonal relations.

The researcher R. Sho distinguishes the main imperatives of confidence, he thinks, the confidence should be based on them [9]. He classifies as these imperatives: 1). Productivity. 2). Consequentiality, the words should correspond to the acts. 3). Caring behavior. If the first two imperatives can be conventionally united, they directly form trust in «the other», then the caring behavior, as we believe, should be treated as support, understanding and recognition of the value of the «other».

The research carried out by Skripkina T.P. «Confidence psychology» allows to accurately determine the phenomenon of trust as a personal trait, underline its characteristics and exertions in communication [7]. The theoretical analysis let the author to make several conclusions, we'd like point out to some of them: trust towards the other is a condition of human communication; it is a link between people; feeling confidence to the other, the subject is oriented to the reciprocity; the main conditions of trust exertion are the real value of the other and his undoubted safety. Socio-psychological phenomenon of trust is impossible to understand, «describing different kinds of trust exertion in the structure of the interpersonal interaction, because it disappears plunging into several other phenomena of interpersonal interaction». Though it is absolutely clear that it is relatively independent psychological phenomenon. It manifests itself in the communication and activity, but it comes out from the inner subject state towards people in general and a concrete person particularly. The particularities of expressing trust to a concrete person depend on previous experience, on cultural values and traditions, effecting mentality.

If the subject is sure or thinks that the other is able to share his values then

in this specific situation he will trust this concrete person. The sphere of values that they share determines corresponding confidential information.

The specific form of emotion and value attitude to the other is the trust. The particular qualities of this relation are selective and partial features of this phenomenon, «in our social mind they manifest themselves in our choice who is worth to be trusted and what to trust this person » [6; 36]. Understanding of psychological nature of trust is possible if we only consider the diad person –person as a unique system, in which every compound outside this system represents the autonomous subject of the activity. Moreover, this situation of subject-subject relations suggests the attitude towards the other through Self which is the basis of developing the confidential relations. So, «trust develops thanks to complicated reflexive mechanisms, which are regarded in psychology as a specific quality of interpersonal knowledge when the subject of perception reconstructs using different means the inner world of other people in his own conscious » [6; 37].

According to the words of V.F. Safonova «confidence in communication is a relatively independent socio-psychological phenomenon, independent from the fact whether the communicator and recipient are friends or not, they feel sympathy or antipathy towards each other, and it is certainly the subject of the special research» [4, p. 264].

Confidential communication as a phenomenon is determined, on the one hand, by the information significance, material, revealed in the conversation, and on the other hand, by the confidential relation of the partner. It turns out that confidential communication is the communication that meets both mentioned conditions.

As trust is revealing of confidential information, it is evident that a certain psychological barrier arises and it is necessary to overcome it. Some specific conditions are necessary to launch basic elements of self-disclosure, they help to overcome barriers.

It is easier to overcome these difficulties if the subject perceives the conversation circumstances suitable for confidential communication. And first of all, as we believe, the compounds of these circumstances are the elements of expressive behavior.

Trust, demonstrated by the interlocutor under these circumstances, may play the role of starting mechanism, stimulating trust response, because it is the confirmation of correctly interpreted situation by the subject: it is adequate for trust exchange. Perhaps, one of such favourable conditions, leading to trust, is the resemblance of the interlocutor, the element of «the mirror». These elements can be any forms of behavior showing to the subject that his interlocutor trusts him.

Referring to the question about confidential information, its disclosure in confidential relations, it is necessary to dwell on gender differences as subjective assessment of information significance and its non-verbal expression. A number of scientists underline that there is a big difference in subjective assessment of human acts and the subjective importance of different personal qualities vary distinctly among people. The comparison using this parameter among men and women discovered that it is more important on the value scales for women the relation that people display to the other than for men. They are subjectively more significant. For men are relatively

more important everything connected to their work. Besides, interaction with people and all the sphere of relations are subjectively of great importance for women. And as consequence their social perceptive abilities are more

developed: women are able to catch the state of the other person by the timbre changes or other signs of his expressive behavior, they more completely reflect his appearance, more accurately assess their own influence on the other person and etc.

The scholar Antsifirova L.I. writes, that "psychodynamic characteristics and personal traits distinctly manifest themselves in specific poses and dynamic of their changes" [1]. To illustrate this idea, she gives as an example, the non-verbal pattern of the man, having confidence into social world. The specific gestures that form this pattern are the gestures directed towards the partner, particularly, subject's calm postural pose, an open palm, a bit moving aside hand and etc. It means that the component of direction towards the partner is obligatory for open, confidential communication.

In the book «Psychology of deficiency communication» (Labounskaya V.A., Menzheritskaya U.A., Breus E.D.) the authors examine and determine non-verbal patterns of the subjects of efficiency and deficiency communication. So, « the general non-verbal pattern of the subject of the deficiency communication includes frequent, intensive visual contact, obeying the rules according to the roles of the communicator or recipient; we can observe «curtailed» eye contact, frequent, quick glances at the partner, and also rather persistent research of the partner's look; eyes warm and tender. Poses are harmonic, they are synchronized and identical to partner's poses; poses are active, but they are unstressed, but they are not relaxed; they are directed to the partner. The gestures are not intensive, adequate to the situation of communication. Face expression takes the forms of friendship, curiosity, attention, trust. Proxemics are regulated according to the situation of communication» [2, p. 147]. It was noted that, positive partner's expectations produce changes in non-verbal behavior of the interlocutor, «they lead to tension release, sympathy strengthening, and correspondingly, to the changes of non-verbal interaction» [2].

The most important tasks of the carried out research were: definition of nonverbal characteristics, which are compounds of patterns of the confidential communication, separation and analysis of non-verbal patterns of trust and mistrust in the groups of men and women and finding out gender differences in trust display.

We can distinguish some substructures demonstrating big or small differences of using trust and mistrust, applying the indices of differences existing in the choice of non-verbal characteristics of non-verbal behavior in two experimental groups.

The received gradation allows to make a preliminary conclusion that the most important things letting recognize trust and mistrust relations in interpersonal interaction (illustrated by he example of diad) are:

1. Presence or absence of tactile contact , different kinds of touches;
2. Patterns and valence of expressions;
3. Laughter or crying as non-verbal expressive compounds.

Naturally, we do not mean, that poses and gestures of the subjects do not influ-

ence the situation of demonstrating trust or mistrust. We point out that after making the analysis of substructures of non-verbal behavior, that demonstrate big differences according to the results counted within experimental groups, it will be easier to come to a conclusion about type of relations between the subjects, whether there is or there is no trust in their relations. That is to say, to assess confidential relations we distinguish three substructures (touches, facial expressions, extra linguistics) and they are of primary importance.

In the frame of situation of the confidential interaction we discovered three complete structures-patterns of non-verbal expression, indicated as: emotional and facial expression, intimate touches and active pantomime. The factor analysis, was made in two directions – from the point of view of the observer and from the point of view of the subject, it didn't allow finding significant differences in the structure of the factors, as well as in interpretation of their socio-psychological meaning. It makes possible to say that there is no significant distinction in the assessment by the subject of his own non-verbal expression of trust and partner's confidential behavior.

The important fact is the absence of these distinctions in expressing and perceiving non-verbal patterns in the situations of mistrust. The complex of elements of non-verbal behavior, forming the first factor in the situation of mistrust, gives to the received pattern its psychological sense: positional relaxation, loud speech, the use of gestures, empathizing the words, different facial expressions, visual contact. All the above-mentioned elements symbolize at a certain stage demonstrative traits, showing them. The contradiction of the elements, showing relaxation, on one hand, (relaxed pose, to sit leaning back) and on the other hand tension (to speak loudly, to sit, bending forward), doesn't let to interpret the cumulative value of the factor as openness and spontaneity of non-verbal behavior. The combination of the described elements of non-verbal behavior with glance direction towards interlocutor (to look at the face, to look at the body), but not in his eyes, can be considered as «general demonstrative trait».

The next factor contains elements of non-verbal behavior that, complementing each other, do not only form sense dissonance, but only enhance general psychological sense of the whole pattern. This pattern is made from the characteristics, principally attributed to facial expression substructure of non-verbal behavior: to laugh, to express joy, to express admiration, to express surprise, to express love. Similar combination of non-verbal components, as we stated before, in major part of the researches and dictionaries of non-verbal behavior are characterized as the state of joy. In our case, the element, having bigger factor load – "laugh", it means first of all to express his own emotional state, demonstrate. In this connection, we believe, the sense core of this factor is «active joy expression».

The third significant element of expressing mistrust by non-verbal means, consists mainly of characteristics, describing the absence of the visual contact and his restriction (to remove one's eyes, not to look into the eyes), tension, shown by the pose, the expression of anger, disgust. In field of psychological meanings of this pattern there

are characteristics that were already studied in the above-mentioned researches; they can be regarded as the compounds of deficiency communication [3, p. 238]. Such compounds as tense pose, the expression of disgust, the expression of anger, in our opinion, testify against the aggressiveness and negativism. In this reference, this factor received the title «visual contact restriction and tension».

As to concrete differences between men and women in non-verbal expression of trust let's refer to the data of our research.

The results of the factor analysis allow distinguishing three essential compounds of non-verbal behavior expressing trust among men and women. The first factor, characterizing male non-verbal expression of trust includes the following elements: to put hands on shoulders, neck and etc; to hug; to kiss; to use other touches; to take hands; to express love, admiration and others. The order of the enumeration of the characteristics of non-verbal behavior corresponds to the factor load of the elements that also influences socio-psychological sense of this factor in whole. This factor corresponds to the pattern of the confidential behavior "Intimate touches and emotionality", that's why there is no need to determine it separately as a male behavior index.

The psychological field of the second factor is determined by the following characteristics: to express suffering, fear, anger; to cry; to use gestures underlining the above said; to touch face, to express surprise and etc. Therewith the compounds of this pattern, having the biggest load, describe, essentially, negative emotional states, and crying. According to our theoretical analysis, expressing sufferings and crying – this is the example of behavior, which is prescribed in Russian culture more often to women than men. However, the described characteristics of non-verbal behavior are assigned to the male arsenal in the studies of non-verbal expression of trust towards the other. The second factor we designated as «the expression of negative emotional state».

The last discovered factor, describing non-verbal expression of trust among the men is very similar to the pattern of mistrust «general demonstrative trait». Both these factors contain the following characteristics: to look into the face; to sit leaning back; to speak loudly; to gesticulate intensively; to use gestures, expressing relation. Similar features, first of all, mean the ambiguity of the interpretation of this pattern, and secondly, it means that men use demonstrative acts to express trust as well as mistrust. Under these circumstances there is a need to examine the additional elements of non-verbal behavior, unique to the situation of interpersonal interaction.

As the compounds of the first pattern of trust in female behavior we can name the characteristics of facial expressions and touches, constituents of non-verbal behavior substructures: to hug; to use touches; to put hands on the shoulders, neck and etc; to look at the body; kiss; express surprise, suffering, love; link arm in arm; cry; to take hands and etc. The elements as touches and facial expressions have the biggest factor and sense load, so we can name this pattern as «intimate touches and emotionality».

Besides, from the point of view of members of the group "women", confidential behavior includes such characteristics: to laugh; to sit, leaning back; gesticulate intensively; a relaxed pose; to look into the eyes; to express admiration, disgust, joy , anger;

to use gestures, expressing attitude and etc.

The third non-verbal pattern of confidential behavior is specific for women group, and, from our point of view, eloquently describes female type of non-verbal behavior. It combines characteristics that, if we look at them separately, can become elements trust and mistrust non-verbal behavior. However their combination evokes some particular psychological sense. These are characteristics, created the third non-verbal, «absolutely female» pattern: draw aside the look after meeting eye, to use other facial expressions, to speak loudly, to look into the face. The combination of the elements of this non-verbal behavior pattern can be considered as "coquetry" intrinsic mainly to women.

Thus, according to the received data and the carried out comparative analysis of non-verbal behavior patterns, created for the groups of trustful and trustless re-spondents, and also, for men and women separately, we can make the preliminary conclusion: statistically significant distinctions in the patterns of non-verbal behavior between trustful and trustless people, appear because of preferences in the choice of some or other elements of non-verbal behavior, even if they are parts of the same sub-structure, they have different psychological sense and they distinguish themselves by "exterior drawing".

Analyzing the similarities and distinctions of non-verbal trust expression between men and women, we arrived at the following conclusions: men's nonverbal trust ex-pression has some distinctions from women's nonverbal trust expression; к non-verbal pattern of trust expression, intrinsic to men and women, is the pattern of «intimate touches and emotionality»; unlike women, men, expressing trust, are able to display «negative emotions" and demonstrative traits; the characteristic elements of female confidential behavior are «joy expression and active facial expressions», well known as "coquetry".

We have also made analysis of the frequency of choice of the characteristics of non-verbal behavior in the situation of trust for four groups: masculine men, androgy-nous men, androgynous women, and feminine women.

Analyzing the frequency of choice of the characteristics of non-verbal behavior in experimental groups we managed to discover those ones used in every group. They are the joy expression, laughter, eye contact and hugs. Please remember that the above- mentioned characteristics occupy top positions on the frequency scale; they are popular elements of trust expression to the other by non-verbal means. The quan-tity of characteristics of non-verbal behavior that can be found in the top quartile

In all 4 groups is on average 6-7 items, though the group of androgynous women comes up to 12 that, in our view, testifies this group has the most diversified reper-tory. The androgynous women often use the same non-verbal characteristics of trust chosen by androgynous men, masculine men, as well as feminine women: to express love; to sit leaning back; a relaxed pose; to take hands, to kiss, to express admiration. It is necessary to note that the differences in choices of non-verbal characteristics in 4 groups of respondents are rather small and they do not change the sense of the

patterns.

The important features of trust non-verbal expression among masculine men are that they use only "hugs" from all the elements of touch substructure. Other experimental groups use kisses, hug and hand contact. The androgynous men and masculine men, do not use kisses, it proves once more that kiss for men is a ritual form and they do not use it in the situation of trust.

Gathering the results of the analysis, taking into consideration gender differences, we came to a conclusion that they are statistically significant in non-verbal expression of trust. To describe them we have chosen the parameters of intensity and distance. So the groups of the feminine and androgynous women, expressing trust, are more active and use more often touches. (to kiss, to take hands). The groups of masculine and androgynous men are more distant and passive, moreover the group of androgynous men is characterized by big behavior similarity with feminine and androgynous women. The group of the masculine men occupy just opposite positions according to intensity and distance scales. In other words only masculine men do not use such elements of physical contact as, «to take hands» and «kiss».

Thus, using received experimental data and their analysis, we managed to study in details the question of non-verbal expression of trust towards the other, to discover trust patterns and distinguish their gender differences.

The contemporary social psychology draws attention to the importance of the patterns and behavior stereotypes in the regulation of social, socio-psychological processes in the society. Their importance consists in socio-psychological functions: regulation, identification, stratification, adaptation as well as in socio-psychological demonstration of relation towards Self, self-acceptance and expectations of certain behavior from the others. In the frame of our research, we appealed to interactive trend of non-verbal behavior psychology that has the aim to describe stable characteristics of non-verbal patterns in social communication. The received empirical data completely prove that the patterns of non-verbal communication include a whole complex of components: acts towards the partner and away from the partner, visual contact and its absence, mutual touches or absolute space alienation [3, p. 433].

However, it is necessary to remember that non-verbal patterns are dynamic traits, affected by socio-cultural variables, and the idea about universality of nonverbal patterns of expressing emotions, feelings and relations, is quite relative.

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Psychology of education

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Gender peculiarities of primary schoolchildren's critical self-attitude determination

The article describes the investigation of critical self-attitude among primary school-children and its determinants. Critical self-attitude is the attitude based on the divergence between the real self and the ideal self. This type of self-attitude is a new formation of primary school age. The data that we got showed that the development of critical self-attitude has a complex system of determination and is determined by the whole social development situation including school performance and the child's relations with the teacher, peers and parents. It was found that there are particular leading factors influencing the development of some self-attitude aspects. At the same time their influence is mediated by the other components of the social development situation. The investigation showed that gender differences of critical self-attitude determination can be found among primary school children.

Key words: Primary schoolchildren, Critical self-attitude, Social development situation, Gender peculiarities

The problems of Self, self-consciousness, self-conception have been studied and are being studied both by foreign psychologists and psychologists of our country. Broad interest to this problem is caused by the understanding that these structures are the nuclear foundation of a personality which determines all aspects of life activity. Also they are the key factors of a person's well-being. Therefore it is important to understand the natural laws of self-conception development in ontogenesis as this knowledge allows us to prevent failures in a child's personality development. It also gives the opportunity to work out optimal psycho correctional approaches which suit the basic age goals of development.

Many psychologists make a lot of efforts to determine factors and conditions influencing the formation of a child's self-consciousness and self-conception [5, 11, 13 and others]. But it is still difficult to understand to what extent and how these factors influence the development of a child's self-conception, what the age period is when the influence of some factors is the most significant. We suppose that at different age periods different factors will set up a unique system where some factors will be more significant and the others will be less significant, some will be leading while the others will be subordinate. The unity of the factors which influence the development of per-

sonality at different age periods is defined by L.S. Vigotskiy [2] as a social development situation. The social development situation is understood as "…a peculiar, specific for the age, exceptional, sole, unique relationship between a child and reality, first of all social one" [2, p.258].

In L.S. Vigotskiy's opinion the social development situation is specific for each age period. Apparently, this peculiarity is defined by the hierarchic system of factors and conditions influencing the child's personality development at a certain age period.

A.N Leontiev [7] considers that the system of factors and conditions of a child's development includes the factor of place in the system of social relations and the development of a child's activity both external and internal. According to A.N Leontiev's opinion the factor of place in the system of social relations could be divided into two circles: the first circle consists of people who are in the close relationship with the child i.e. a mother, a father or a person who substitutes parents. The relations with these people determine the child's relations with the rest of the world. The second circle is larger and consists of all the other people the relations with whom are mediated by relations with people of the first intimate circle.

D.B Elkonin [10] in his turn , says that the child's development can be divided into two types of age periods. The first type includes the periods when activities connected with intensive orientation in the basic meanings of human activity and assimilation of goals, motives and norms of relations with other people take place. D.B Elkonin refers these activities to the group of activities in the system "child- social adult".

The second type of age periods according to D.B Elkonin includes the periods when activities in which assimilation of socially produced ways of actions with objects and standards distinguishing some sides of the object take place. These activities are referred to the group of activities in the system "child-social object"

Thus it is evident that the social situations at different age periods will be different depending on what type of activities prevail at the period. O.A. Karabanova [3], summarizing different approaches to the social development situation, confirms that the basis of the social development situation is formed by the variety of available contexts (child-close adult, child-social adult, child-peers). The importance of the social context components changes at different age periods according to the specific character of development aims. The importance of components of the social situation as the source of development changes during childhood. Besides the relations child-adult and child-peers have absolutely different psychological functions. An adult brings an "ideal form" in the child's consciousness, creating objective conditions for the child's reception and assimilation of this form. An adult also forms the normative field of development, while peers create the conditions for acquiring of the new competence within the limits of normative development field.

This approach is scientifically grounded, but we consider that O.A. Karabanova [3] ignored one more important aspect of the social development situation - it is the aspect of success in the leading activity in the periods when the system of relationship "child-social object" is important for the child.

Together with M.I.Lisina [6] we suppose that the child's self-conception is formed under the influence of personal contacts with other people and the child's own practical activity and as we suppose its results.

In our research we suppose that the entire social situation will determine the development of the child's self-conception at different age periods. We also believe the social situation to promote the creation of the age new formations in the self-conception. According to our data, critical self-attitude is a new formation for the primary school period and is completely formed by the end of it[1]. We understand critical self-attitude as the attitude based on the divergence of ideas about the real self and the ideal self. There are two contrary approaches to understanding of self-attitude in psychology. The first approach considers self-attitude to be one of the elements of self-conception equally with cognitive and regulative elements [9]. The second approach considers self-attitude to be very vast [8]. In this case self-attitude includes cognitive and regulative elements so the very notion of "self-conception" becomes unnecessary.

We suppose that these two approaches don't so contradict one another as it seems from the first sight. Apparently we shouldn't consider all the components of self-conception to be separate and not connected to each other. In our opinion it's self-attitude which is the central link of self-conception, supporting its integrity.

The analysis of literature allows us to distinguish three main components of self-attitude (a highly emotional element of self-conception) - self-acceptance, self-respect and self-interest [9]. Previously they were discovered by the empirical way and weren't included in the general understanding of a man's self-conception. We suppose that self-acceptance is not critical, faintly differentiated, much more emotional attitude to self. Self-respect is more rational, critical attitude to self, based on the comparison of self with definite criteria. We suppose that the ideal self is the first of these criteria. Thus critical self-attitude is the type of attitude which is determined by divergence between the real self and the ideal self, and this divergence influences the level of a man's self-respect.

The principle factors of the critical self-attitude formation comprise the entire social situation of development. Our supposition which is based on the opinions of Russian psychologists is that for primary schoolchildren these factors are: school competence, relations between the child and parents (the context child-close adult), relations with the teacher (the context child-social adult), relations with peers. These factors should determine both the development of primary schoolchildren's separate ego-identities and the development of general critical self-attitude based on the divergence between the real self and the ideal self. We would also like to note that the development of boys' and girls' self-conception has its specific features.

I.S Kletsina [4] considers that there is a gender asymmetry in the child's socialization. She says that there are gender stereotypes which have great influence on the process of the child's socialization, determining its direction. According to I.S Kletsina the gender stereotypes are assimilated in the childhood due to the social institutions

such as: parents, siblings, peers, school and mass media. In our opinion, gender peculiarities of socialization will affect the factors of boys' and girls' self-concept formation, including their self-attitude.

We have conducted the investigation defining the peculiarities of critical self-attitude determination among primary schoolchildren. In our investigation we tried to define the features of determination both specific for boys and girls and general. The investigation of the social development situation was conducted with the help of the "Relatedness Questionnaire" which was placed at our disposal by M.Lynch by consent of Michael Lynch and Dante Cicchetti who often used this method in their investigations [12]. This method was offered by Wellborn and Connell in 1987. It's intended for studying children's (age 8 and older) relations with close figures. It consists of 17 questions dealing with each relation of interest: relations with friends, a teacher, a caregiver, a mother or a father.

The Relatedness Questionnaire has two subscales that are labeled "psychological proximity seeking" and "emotional quality". The psychological proximity seeking scale consists of items that assess the degree to which children wish they were psychologically closer to the relationship figure. The emotional quality scale consists of items that assess children's feelings of specific positive and negative emotions when they are with specified relationship figures. The Questionnaire allows us to define 5 types of relations: optimal, adequate, deprived, disengaged and confused. The classification of patterns of relatedness is based on combinations of the two scales indices.

Table 1. Characteristic of relatedness patterns

Type of relations	Level of positive emotional attitude	Level of psychological proximity seeking
Optimal	High	Low
Adequate	High	Average
Deprived	Low	High
Disengaged	Low	Low
Confused	High	High

D. Ccheti [12] considers that all these types of relations can be divided into secure relations (optimal and adequate types of relations) and insecure relations (deprived, disengaged and confused).

In our investigation we studied the child's relations with classmates, teacher, mother, and father. We suppose that we got the main social contexts, in which the child is included.

According to our approach, the important component of the child's social development situation is school competence, studied by us with the help of school grades. We computed the Grade Point Average (GPA) on the base of the child's grades during the term prior to our investigation.

Critical self-attitude was studied with the help of a method we had worked out.

27 characteristics and peculiarities of the child's behavior were selected. The selection of the characteristics was conducted in several stages. On the first stage the children described themselves in a composition and the topic was "What I'm like". Then we analyzed the content of the compositions and picked out the traits of personality and peculiarities of the child's behavior that the children had described.

Then the list that we got was shown to the primary school pupils and they evaluated the presence of the given characteristics in their personalities. The received data were processed with help of the factor analysis and it allowed us to select 27 characteristics for the primary list. These characteristics went into considerable factors with the most factorial weight and were included in the content of the list. The characteristics showing the strength of character we included in the content of the list (the first factor: firmness or gentleness, being careful, hardworking etc), activity (the second factor: mobility, cheerfulness, being sporty, the ability to protect oneself etc), socially normative characteristics (the third factor: honesty, greediness, steadiness etc), school competence, (the fourth factor: cleverness, presence of capacities, diligence, laziness or its absence etc), also characteristics which make the child attractive for an adult – infantile attractiveness (the fifth factor: affection, care, kindness, politeness, beauty, willingness to do house work). In our investigation we offered this list twice, the first time children estimated themselves, and the second time they described what they wanted to be like. As a result of processing the data we studied both general critical self-attitude, based on divergence between the real self and the ideal self, and criticism in separate fields of content (identities): dealing with strength of character, activity, following social norms, school competence and infantile attractiveness.

143 children took part in our investigation. They were the pupils of the third form, age 9.6-10.6, 72 boys and 71 girl. We selected the children of this age not accidentally. In the previous investigations we found the connection between the child's school grades and mother's appraisal of particular character traits and peculiarities of behavior only among the pupils of the third form, but we didn't find such connection among the pupils of the first form. So we came to the conclusion that the influence of the social development situation can be seen only in the second period of primary school – among children of the third or the fourth forms.

This investigation was conducted in several stages. Primarily we tried to find out what kind of factors could be the determinants of the children's general critical self-attitude and criticism to separate characteristics.

As a result of correlation analysis of indices of boys' and girls' critical self-attitude and indices of their relations with classmates, teacher, mother, father and also analyzing school competence the following connections were found. In the general sample group (without taking sex into account) we found that index of critical self-attitude has significant correlation with such parameter as emotional quality with peers (-0,23), psychological proximity seeking with the teacher (0,24), emotional quality with mother (-0,27). It has been discovered that relations are the most significant for the formation of divergence between the real self and the ideal self for pupils of primary

school.

In the boys' selection the following significant coefficients of correlation were found: between the general index of critical self-attitude and GPA (-0,291), the emotional quality scale with mother (-0, 251). Thus general boys' self-dissatisfaction develops in the case of low grades, negative emotional relations with teacher and mother. In the girls' selection only one significant correlation was revealed : between the index of general criticism and emotional quality scale with mother (-0, 289).

The obtained results showed that relations with parents still have significant meaning for children of primary school. The significance of these relations is confirmed by the fact that they influence the formation of a new type of self-attitude –a critical one. New social context of relations - relations with the teacher and also the context of activity have a greater influence on boys than on girls.

Let's analyze the gender peculiarities of determination of critical self-attitude to separate aspects of the child's self –conception content. The first area of content typical for self –conception of primary school children is the characteristic of the strength of character. In the boys' sample group we didn't find significant correlations between criticism of the child to the strength of his character and the enumerated determinants. In the girls' sample group we found the following connections: the correlation of this index with "emotional quality" scale with mother (-0,393), scale "psychological proximity seeking" with father (-0,246). Besides, the analysis of correlations between the level of criticism concerning the strength of character and different indices, factors and conditions of its development, obtained in the general sample group (without taking sex into account) showed that there is significant correlation between the level of criticism and "emotional quality" scale with mother (-0,22). Thus the child's satisfaction or dissatisfaction with the strength of character is developing under the influence of parents. The girl's attitude to the present aspect of self is determined both by mother and father, such connections are weaker among boys or not present at all.

The investigation of connection between the indices of criticism concerning physical activity, characteristics of relations and GPA discovered the connections between the enumerated factors in the general sample group and in the sample groups of boys and girls separately. In the general sample group there is a connection between the criticism concerning physical activity and the "emotional quality" scale with classmates (-0.29) and the scale "psychological proximity seeking" with the teacher (0.27). In the boys' sample group some new connections of the criticism index with GPA were found (-0.316), also with the scale "emotional quality" with teacher (-0.26), the scale "emotional quality" with father (-0.28). Some connections that were found in the general sample group were confirmed – with the scale "psychological proximity seeking" with teacher (0.24). In the sample group of girls the connections that were obtained in the general sample group were confirmed: with the scale "emotional quality" with classmates (0.35), with the scale "psychological proximity seeking" with teacher (0.26).

We found out that primary school pupils who are not satisfied with their physical characteristics, which they connect with the ability to protect themselves, are not

able to have good relations with classmates. In this case it is difficult to say what will be the cause and what will be the consequence. But the connection of dissatisfaction with oneself concerning physical characteristics and difficulties in relations with classmates is evident

In our opinion the relations with the teacher can be the cause of high criticism concerning this aspect of self. Excessive activity, pugnacity, ability to protect oneself - these peculiarities of behavior often come to violation of school rules which is not approved by teachers. They can also create tension, misunderstanding in relations. It can cause lowering of the boy's grades. Thus dissatisfaction with physical characteristics is developing under the influence of a new social context - relations with teachers, and it is closely connected with relations with classmates.

Special interest is provoked by the connection of criticism concerning physical characteristics and disturbed relations with father, but not with mother. Evidently it is connected with father's strong demands of discipline and inability of active boys to obey father in full measure.

The next block of primary schoolchildren's self conception content is the ability to follow social norms. Criticism in this area of self-conception content also has different determinants both among boys and girls. In the general selection two important correlations were found: firstly, between criticism to social norm of their behavior index and the scale "emotional quality" with classmates (-0.24) and secondly with the scale "emotional quality" with mother (-0.20). The first connection is proved in boys selection (-0.26) but doesn't reach the level of importance in girls selection. Two other correlations were discovered among boys: one is between criticism to social norm of their behavior index and the scale "emotional quality" with the teacher (-0.43), the other between the same index and the scale "emotional quality" with mother (-0.26). Thus, boys' dissatisfaction connected with the need to follow social norms (they are expected to be honest, physically active etc.) has a complex determination: it is influenced by relationships with mother, the teacher and peers. Positive emotional relationships with these people are the necessary conditions for a boy's desire to follow the existing social rules which leads to the reduction of hyper dissatisfaction with himself. Dissatisfaction of girls is formed only in the case of poor relationships with classmates and mother.

The next construct of primary schoolchildren's self concept is school competence showing the level of a child's identification with the social role of a pupil.

Having analyzed the correlations we have found out that in the general selection there are important correlations between the criticism index regarding school competence and grade point average (GPA) (-0.32), also the scale "psychological proximity seeking" with classmates (0.21) and the scale "psychological proximity seeking" with the teacher (0.32). The child identifies him/herself with the pupil social role if he/she is successful at school and satisfied with the relationship with classmates and the teacher. We analyzed correlations separately in the boys' and girls' selections and only some results were proved. In the boys' selection a major correlation between criticism

regarding school competence and school grades was found (-0.33), all the other correlations were not proved. In the girls' selection we also got a meaningful correlation between the named above criteria. What is more, we have found the correlation between criticism regarding school competence and the scale "emotional quality" with the mother (-0.27). Thus, mother's support is also important for a girl's identification with a pupil's role.

Finally, the last of the typical constructs of primary children self-concept is the construct of infantile attractiveness, most likely showing the level of the child's identification with the social role of a "good child". Important correlations were not found in the general selection, but they were found in the boys' and girls' selections separately. In the boys' selection the meaningful correlations between the level of criticism regarding their attractiveness for adults and the scale "emotional quality" with the teacher (-0.43) and the scale "emotional quality" with the mother (-0.25). For boys positive emotional relationships are important. The degree of closeness with the parents and the teacher does not matter much. In the girls' selection we found the correlation between the level of criticism regarding their attractiveness for adults and the scale "psychological proximity seeking" with mother (-0.29). The character of the found correlation requires attention. The high results on the scale "psychological proximity seeking" tell us that the child is not fully satisfied with the existing relations and he/ she would like to have a closer relationship. Our results show that the girls who consider themselves to be attractive for adults, i.e. satisfied with themselves as a "good girl", are not satisfied with the relationship with the mother, they would like a closer relationship with her. Quite opposite, the girls who are not satisfied with themselves as "good girls" do not aspire to have a closer relationship with mothers.

We can make a conclusion that critical self-attitude of primary schoolchildren is determined by the whole system of social relations, where the child is included, and also by such a factor as successful school performance.

At the same time the input of separate components is not the same. Besides, the hypothesis that there are distinctions in boys' and girls' determination n of critical self-attitude has been proved.

Starting from the fact that critical self-attitude has the system determination, we tried not only to discover the role of particular factors and conditions in the forming of critical self-attitude, but to define those types of the entire social development situations which are most unfavorable or favorable for the child's development of self-attitude. To do this we have tried to determine if there are similar variants of social situations using such a mathematical method of processing data as the cluster analysis. As a result 11 clusters describing different variants of social development situations were found. Table 2 presents their short description.

We have tried to determine it there are gender differences in the frequency of meeting each type of the social development situation. Such method as ANOVA showed the presence of such differences (F=6.61 p=0.00). It was found that the third type of social situation is more often met in the boys' selection while the 4, 7, 8, 9, 10th
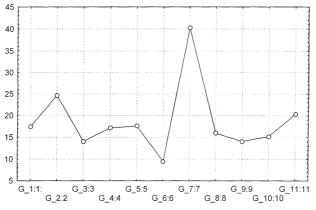
types are more often met in the girls' selection. It was discovered that nevertheless there are no types of social situation typical only for girls or only for boys. The difference is only in the freqency of meeting some of these types.

**Table 2. Description of clusters characterising the type
of social situation of development**

Number of the cluster	Grade Point Average (GPA) max=5	Type of relationship with classmates	Type of relationship with teacher	Type of relationship with mother	Type of relationship with father
1	3.64	Adequate and deprived	Adequate	Confused	Deprived
2	4.17	Confused	Adequate	Adequate	Adequate
3	4.00	Adequate	Adequate	Confused	-
4	4.24	Adequate	Adequate	Optimal	Adequate
5	3.84	Disengaged	Disengaged	Adequate	Adequate
6	4.01	Adequate	Disengaged	Disengaged	Disengaged
7	3.084	Deprived	Deprived	Deprived	Deprived
8	3.86	Deprived	Adequate	Confused	Confused
9	4.57	Adequate	Adequate	Confused	Confused
10	3.41	Disengaged	Disengaged	Disengaged	Disengaged
11	3.49	Confused	Confused	Confused	Confused

Then we investigated (using ANOVA again) which of these types of social development situations influence the formation of critical self-attitude most of all.

On the first stage we tried to determine how different types of social development situations influence the general level of primary schoolchildren's critical self-attitude.

Picture 1. The profile of children's critical self-attitude level in different types of social development situations

It was discovered that there's a connection between the type of the social development situation and the level of critical self-attitude, based on the difference between the real self and the ideal self (F-2.94; p=0,002). The analysis of critical self-attitude profile, depending on the type of social situation, showed that the highest level of general critical self-attitude is found among the children having the 7th type of the social development situations described above. Deprived relations with classmates, teacher, mother and father combined with average grades are typical for these children. A bit higher level of critical self-attitude was found among children with social situation of the 2d type which presents favorable (mostly adequate) relations with adults and confused relations with peers combined with average-high grades. The same level was found among children with social situation of the 11th type which is characterized by mostly confused relations and low grades. The fact drawing our attention is that in all these types of relations there's a desire of primary schoolchildren to have closer relations with people surrounding them. It might be the type of dissatisfaction with relations when there's still a desire to rebuild them and the child thinks that his/her imperfection is the cause of breaking these relations and that idea leads to the growth of critical self-attitude.

We think it's important to note that disengaged types of relations do not lead to the growth of critical self-attitude. The children with social situations of 6th and 10th types which are characterized by disengaged relations do not demonstrate the growth of critical self-attitude.

Low and average level of critical self-attitude can be discovered in the cases when relations are favorable – adequate or optimal.

Let's analyze it there is a connection between the whole social development situation and the critical attitude of the child to separate aspects of his/her self. We were not able to discover this connection in two cases – regarding the level of satisfaction with the strength of character (the first factor of the self-concept structure) and satisfaction with the qualities which are considered to be socially normative (the third factor of the self-concept structure). These characteristics seem to be determined by separate factors in the structure of the whole social situation.

We have discovered that there is a connection between the whole situation of development and the level of the child's satisfaction with his/her physical characteristics, activity in the first place (F=2.83; p=0.03)

The high level of criticism to this aspect of self was found among the children from the 7th cluster: their relations with all people are of deprived type. Physical characteristics seem to be important for the child to feel confident with other people. If physical characteristics create only problems, it leads to the feelings of helplessness, inability to defend oneself which make interpersonal attitudes worse.

The connection between the character of the social development situation and the child's awareness of his/her school competence was also discovered (F=2.03; p=0.04)

The picture shows that the highest dissatisfaction with this area of one's self is typical for the children with the 7th, 11th and the 2d types of the social situations. The

7th type is characterized by deprived relations with all surrounding people accompanied by poor school performance, the 11th – by confused relations with all surrounding people also accompanied by poor school performance, the 2d – by confused relations with classmates and adequate with all adults, grades between "3" and "4". It's absolutely evident that low grades lead to the low level of satisfaction with one's school competence but only in combination with disturbed relations. It's typical that relations with peers are very important for children's evaluation of this area of self. We have also found that low grades might not lead to excess growth of criticism towards self when relations with any of adults are favorable. The examples of it are the children from 5th and the 8th clusters. One more group stands out (the 10th cluster) – with very low grades and relations of the disengaged type. The children from this group do not have the high level of criticism to their school competence. We suppose that this group is the most unfavorable one and this kind of attitude has a defensive character.

We have also found the connection between the type of the social development situation and the critical attitude of the child towards his/her infantile attraction. (F=2.77; p=0.04).

According to the received data, the children from the 7th cluster (poor grades and deprived relations) consider themselves to be the least attractive for close adults. All the other types of social situations do not lead to the growth of criticism in this area of self to such extent. We believe that there are separate factors in the whole development situation which will determine the development of this aspect.

The data that we got showed that the development of critical self-attitude among primary schoolchildren has the complex system of determination. It was found that there are some leading factors influencing the development of different aspects of self-attitude and at the same time their action is mediated by other components of social development situation. For example, it's been discovered that emotional relations with mother are really important for formation of critical self-attitude for girls and boys equally: positive relations lead to the reduction of self-criticism, negative ones lead to the growth of it. However, it's not always like this. If the child is not satisfied with relations with classmates (even if the relations with adults including mother are favorable) we can observe the average growth of self-criticism level. It's been discovered also that the low level of self-criticism can exist when relations with mother are unfavorable in the case when the child has low need of seeking psychological proximity with her and other people.

We have also defined that relations with father influence to the lesser extent the level of divergence between the real self and the ideal self among primary schoolchildren. Even in father's absence the level of critical self-attitude is quite moderate when relations with classmates and the teacher are favorable and there's a wish to be close to mother. Relations with father determine not the general level of self-attitude but rather its separate characteristics. Father's influence has its peculiarity depending on the sex of the child: it defines the level of satisfaction with the strength of character among girls and the level of satisfaction with the physical activity among boys.

Relations with teacher, according to our data, play an important role in the formation of children's critical self-attitude. But the biggest role is played by these relations in the formation of satisfaction with oneself as a pupil.

There is a gender peculiarity of this influence – the role of relations with the teacher is more important for boys' development of critical self-attitude. Evidently, relations with the teacher do not have decisive influence, but in some cases favorable relations with the teacher moderate the child's dissatisfying relations with parents and classmates.

Relations with classmates also play a definite role in the formation of a schoolchild's self-attitude. They determine the level of satisfaction both with separate parts of the personality – the level of physical activity and the ability to follow social norms – and with the general level of self-satisfaction. Relations with classmates become at this period the independent factor influencing children's self-attitude. Even if relations with all adults are unfavorable but the relations with classmates are good, children show low or average level of critical self-attitude. We found how some gender peculiarities of relations with classmates influence the level of self-satisfaction: they mostly determine satisfaction with the ability to follow social norms among girls and the level of satisfaction with physical activity among boys.

School competence is definitely an important determinant of the child's critical self-attitude. The influence of school competence on the identification of the child with a pupil's role is especially strong. But it's evident that the influence of school competence is mediated by the whole system of relations. If the child is satisfied with overall relations the influence of low school competence on the formation of critical self-attitude becomes less, if not - this influence becomes stronger. If the relations are disengaged low school competence can't influence the child's self-attitude formation. Gender peculiarities of school competence influencing the child's self-attitude have also been found. It's more important for boys than for girls. It determines only the level of the girl's identification with the role of a pupil. For boys the general level of self-satisfaction is also determined by this factor.

Thus, the results of our investigation mostly proved our suppositions that the determination of critical self-attitude has systematic character and that some gender differences in the determination of the child's critical self-attitude can be found. At the same time we can't make the conclusion that the decisive factors of critical self-attitude formation are school competence and relations with the teacher. The role of these factors is important but it is mediated by the child's relations with parents and classmates.

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Kagermazova L.C.

The transformation of personal pecularities of students – future pedagogues in the period of educational modernization

The results of empirical work, realizing dyring 3 years on historical, biology and chemical faculties make us to be confirm that positive attitude to the pedagogic activity combining the system of necessary knowledge (in pedagogic, psychology, the subject of knowledge of the pedagogic activity in school), pedagogically formed knowledge ability and these help to form readiness of the future teacher to the effective professional activity.

Key words: *educational modernization, scence purposes, professional preparation of pedagogues, working scheme of the preparation to the future profession.*

Fundamentional education, reflecting modern condition of science and technology, supposes the ability of future experts not only to the active perception of outsider experience, but also to the intellectual creaction. Just such type of education are aimed to the modern universities combining reaserching and educational processes The necessarity of learning the pedagogical abilities by the student (the speciality pedagogue) is from the one side because of the demands of state standart in which this aspect of the professional preparation of graduating students is made confirmed, but from the other side is because of the professional activity of the modern teacher.

Practice shows that the creative nature of the pedagogical activity demands from the teacher the skill to research the educational process, to accept the question of its organization from the science positions. Thats why the students from the uneversity who have edditional cvalification " the teacher" must be acquainted with the procedure of pedagogic research, be able to form experiences of his behaviour.

The important condition of forming the pedogogic skills of the students is the motivation of pedagogic activity: stimulation the interest, the understanding of the importance of this work in modern school, prestige using this system, the importance for the personal growth.

The preparation of the professional pedagogues is made by the cardinal changes, happening in russian education. In the society new values appeared : selfdevelopment, selfeducation and selfproecting of personality (new paradigma in pedagogic), personal orientation of the education. The traditional system of pedagogic education orientating to the preparation of the subject experts can not satisfy the inquiries of modern pedagogic practice.

The aim of the preparation of experts for the base spheres of mans activity in the modern sociocultural situation acquired the peculuar actuallity. The activity of the experts is opposed to the acivity of the executor and narrow expert. The expert as the subject of wors opposed to the executor, pu the aim of the activity himself, select the

ways and how to come over them, takes the responsability for its realization. Opposed to the executor, the expert use his activity on the whole, keep its subject in the different practic situations, can build this activity , its changes and development.

In new socio-pedagogical condotions we must have pedagogue-professional. Opposed to the teacher-expert, the pedagogue-professional at first is the subject of rhe pedagogic activity, but not the combiner of science knowledge and the ways of their giving., the second is that he is orientated to the mans abilities, but not only to translation of knowledge and skills, the third is that he can work practically with educational processes, use the developing educational situations, but not only to put and make didactic aims.

But at present time we can not see the model notions about the contens of the practise education pedagogues – professionals, there are no such educational programmes. The social want in the pedagogues-professionals, need of making the model of new pedagogical education and programmes professionalizotion of future pedeogues stimulates and actualates psychology-pedagogic researches in this area. Last year we can see some serious works touching the problems of the development of pedagogic education [3, 6, 8].

The processes of professionalization are put in time and have specific stages. In psychology-pedagogical literature is pointed the importance of the mans entering to the professional activity on the stage of its mastering. [1, 2, 4]. It is known the subjectuve difficalties of the first period of the professional education [5, 8].

But in the college there are no programmes and courses which can help the students to become the profession of pedagogue. In this work we present the theoretical bases of making the educational programme " The preparation of students to the pedagogic activity", this very programme and the way of realising it with the students of the 1 unoversity course, in the profession " the teacher".

With entering college the process of the personal selfmaking does not stop and taking the place during all years of education. But this process also has its own peaks and " points of growth". The most important is the first year of education: in this period many changes of ideal notions of profession, about the aim and scense pecularities happen. So the actual aim of colleges is to form the professional readiness of the first year students. Our own researches show that without social work the idea of the profession is not really clear even to the graduaters.

In some researches we can see need self пропедевтический course, which enters the profession of pedagogue. [10, 11], explain the experience of such entering. [4, 5]. But also in these work pointing this very problem there is no psychology-pedagogic explainaion of the realness aim propedective course of entering to the profession, they do not discuss any conceptions and programmes of such course.

Making such missing important practiceof education in present time or its some part, we must have new ways of work with the education and inside it. The best way of such work is the method of proection. The proection – is an ideal construction and practical realization of that things that can happen and must happen; and also the
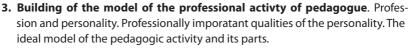
reflexive combining (correction) construction and its realization.

Any educational practice must be realized by norms and laws of psychology development of man in any time of thheir life. In the psychology of activity, the age is one of the most fundamentally categories. [8, 9]. The category of age has its important meaning while realizing personal, developing educational practice, inside it – plans and programmes of education, subject knoweledge, learning activity are the ways and forms of realizing bases abilities of the educational subject. These abilities are rather specific for some steps, periods and stages of development of subjectivity, they must be noted as age-normative.

Student age – its the beginning of creation of the real авторство in the notion and realization of the self view to life and individual way of life.

In this period actual the questions about why we live in the whole and the aim of your own life, about the exhistance of man, about personal I. So there is interest to the ethic problems, psychologe of selflearning and selfeducating. From the first steps we must put to the students questions of being themselvs in cultire and realization in profession. The aim of the educational programme must be connected with space organization of personal selfconcepting and the main role here is given to the pedagogue. Building the educational situation supposes the system proection the educational contest, the ways of educational activity, connection of subjects of educational process. This situating realizes multiplanly – in its subject-contest, activity-organization, socio-psychology and structure-dinamic aspects. Proection of problem-playing, learning-professionaly situations is more adective form of creation and realization of the course which learns students to the pedagogic profession. The very subjectivity of the course – is the professional activity (but not the subject of knowledge) – builds with the help of the teachers and students. We made the programme " The preparation of the students to the pedagogic activity". The main thing of the educational programme of preparation to the pedagogic profession caused combining of two contexts: socio-cultural context of pedagogic activity and the context of personal selfconcepting of future teacher ("I am In the future profession or "I am the future pedagogue"). At first the course is made not as the combinings of the readiness learning, but as the system of the educational situations, where the students have the liberty of choice – the choice of personal scence, positions, materials and the ways of selfconception and selfrealization. Thus this educational programme does not make confirm subject contest – this happens with the help of the activity of teacher and student. That is why we present the discription of educational programme in the way of the main topics of the course.

1. **The choice of the pedagogue profession**. Why do people select the profession of pedagogue? The motives of pedagogic activity/ My choice of the pedagogic profession.

2. **The specific of the pedagogic profession**. The contens and pecularities of pedagogic activity. Pedagogic profession and speciality. Pedagogic cvalification. Professiogramme of teachers work

3. **Building of the model of the professional activty of pedagogue**. Profession and personality. Professionally imporatant qualities of the personality. The ideal model of the pedagogic activity and its parts.

4. **Professional selflearning, selfeducating, selfrealization**. The idea of the professional education, selflearning and selfrealization. The way, contens, forms of professional selfeducation.

5. **Making the joint ind individual programmes of selfeducating and selfcreation**. The idea of the selfeducating programme.

During lections we show the specific of the pedagogic activity, its creative character. During the practice lectures we make the conditions for the selflearning, analyse of your own interests, their realness to the choisen profession. Whilepreparing the abstracts to the conference of the pedagogic experience, the students acqaints with attainments of the pedagogies-novators, putting their skills on themselves, thinking about the importance of reaserching skills, be able toanalise this experience, to form the problem, to systematize the result of their work.

Future forming of this skills and stimulating of interest to the research activity is made by us during the course "Pedagogic theories, systems, technologies" and there we can see the analyse of pedagogic situations, diagnostic of the level of groupcombining and developing of childs personality, proecting the school of future on the bases of modern educational conceptions.

Exept all we have discussed, also to forming the interest of the pedagogic activity we must have different tasks of pedagogic character, making by the graduants while pedagogic practice.

Educational programme "The preparation of students to the pedagogic activity" was made in two forms: in the form of seminars and role plays.

I. The course in the form of problem seminar is made as the complex of discriptions, as the pictures of combining those who take part on concret educational situations. In each lesson we put aims, didactic materials, the form of doing it, composition in the group, how to do it.

People in the subgroups changed by the wishes of students. It helped them to get acquainted better. The seminar became very effective form of installation between connections and relations in the group. Students made not big abstracts (for 5-7 minutes) abstracts to every seminar, In this abstracts they told abiut different points of view of different scientists, pedagogues, psychologists. Students from the fiest lesson understood that on the problematic seminar any point of view can be discussed. They became sure that a lot of problems of pedagogic activity do not have readiness decission. They actively discuss different points of views, suggested constructive things under the critics, made different projects, suggested different forms of realizing actual problems of pedagogic problems

The contens of the seminar in the main thing was because of not only from the activity of the participants but also from the character of the relations of the teacher and student.

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Then such character of interactions became common, the teacher was not perceived by students as well-known man, they could dispuite him.

II. The educational programme in the form of role plays is the orgproject of the game. The thematic planing of the game was build by the logic of dinamic of student to the profession, the research of this very profession ("Pedagogical activity: contens, ways and future trends", "The models of pedagogical activity"), the dinamination from profession to yhe learning man ("Working of the projects of the professional education and selfeducation"). Every day of play was made by one way: at first groupe working was held and then the whole sitting with obligotary reports from every groupe and its discussion. Takig into account players and orientation in the theme of the day there was original plan of groupe work.

On the metyodological consultations we discussed the questions of the participants about ways and methods of play, the opportunities using the way of teaching as the method of discussion pedagogical problems and the particular form of professional education.

In the way of special methods of valuation of effective educational programmes we used conversations, consultations, analysis.

The analys of the ways and results of realisation educational programme helped us to point and discribe the psychological aspects of preparation of future teachers.

The first condition is – individually-psychologically. It consists of conformity of the contens of educational programme based on enter course, on the students interests, the aims of their development. Entering to the orgproject and thebprogramme of seminar, the problem of the professional self-determination and self-education helped the students to make their own opinion about scense and appointment of their profession to be able to talk about the attitude to the settled views to the profession of the teachers.

During the seminar and the play we could see the scence of the students of the students to the questions about purpose to life, about mans relationship, about my "I", about personality.

The second condition – is the organizational work with professional perception of students. The main pluses from the seminars are: notion about profession, the ways and skills of thinking, semantic questions. They depend on the changings in the students perception. The answers of the students showed that from the course of pedagogical profession we should start learning in the pedagogical college.

The realization of the first two conditions was the precondition of the third condition – psychology-pedagogical, professional-activity. This determines the working cheme of the preparation to the pedagogical profession, where we can point 4 main elements.

1. Presence total learnings: in the educational situations there must be: "the circulation" of the difinite circle of knowledge about pedagogical profession.
2. Demonstration of the samples of pedagogical activity. Entering to the pedagogical activity must be made by pedogogues as the beares of norms, samples

of communication, interaction, thinking and reflection.

3. When we have backing from the side of the teacher, we can see the community between Master and student.

4. Presence of professional community. The entrance to the pedagogical profession is very productive with used-together discussion problems "here and now" by the represantatives of different point of views in the sphere of education. The realness of this community, the opportunity to enter it were strong motive of the selfbuilding and mastering the professional activity.

5. Entering the private test in making educational situations. Building compatibility is only in that case when we can on the subjective, personal experiment in the sructure of educational situation. The interest of the pedagogue to the thoughts of students, backing and dividing their positions help to make psychological presuppositions of personal inclusion to the discussion of the problems of pedagogical professions. The test of realization of educational programme and working scheme made possible to point the determine form of such introduction – the individual consultation. The contens of the meeting of the student and teacher were not the abstract questions of professional activity, but combined discussion of the problems of personal self-determination. Learning the opportunities, contents and organization of induvidual consultations of students by the professional pedagogues is the separate problem. Also there is particular aim of the pedagogical psychology. It is the working of special programmes of the professionalism on the whole period of learning. And by the psychology-pedagogically profession we can combine today the perspective of making better and development of higher.

The results of emperical work which which was made during 3 years on historical, bialogical and chemical faculties of KBGU can make us be affirmed that the possitive relation to the pedagogical activity combining the system necessary learnings (about pedagogic, psychology about the object) formed pedagogical skills is promite forming the readiness to the future teacher to be able to effective personal activity.

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Psychology of advertising and multimedia projections

Zhizhina M. V.

Structural and functional analysis of musical project promotion on the market

The article describes the results of structural and functional analysis of project promotion (the singer, the band) on the national musical market. The promotion is regarded as a socio-psychological phenomenon, that consists , first of all, in project making by the producer and the team destined to "hype" the singer and change audience perception and relation towards him, these are measures helping to change socio-economic consumers' behavior, and secondly, as a result or effect of using different means and ways of " hyping" in order to increase initial social value and significance of musical project in consumers' mass conscious avoiding significant improvement of the basic quality of musical product. Promotion policy of musical project and the process of creating conceptions are thoroughly analyzed and special attention is paid to the channels, means and promotion strategies, the criteria of differentiation of promotional means on musical market is justified.

Key words: *musical project; show-business; structure-functional analysis; the means, factors and channels of promotion; audience; image of the singer.*

We would like to precede the studies of socio-psychological aspects of promotion of musical projects (singer, band) on national musical market by the analysis of the concept of "promotion". The category of promotion is the subject of the research of several scientific disciplines, for instance, economics, sociology, political science and psychology. In English language there are several words: «promotion», «advancement», «progress», having the meaning "forward", "development", "progress", "success", "advance", "assist", "help". The word "promoted" means «forehand», « improved» [9].

In contemporary economic literature promotion is defined as a "pushing on", "committing something in order to fulfill an affair" and "movement in a certain direction"[1].

In the economics and marketing "promotion" is used in the context of "advancing the good on the market" and the notion "marketing communications" is very close to it. For example, Yan V. Victor, who considers the problem of the good promotion in the context of communication, he distinguishes three interrelated functions of promotion: informative, persuasive, competitive – he writes, that promotion is a peculiar dialogue between the firm and potential clients, carried out from one side through informative and persuasive acts and from the other side through the feedback between recipient and message sender" [15, p. 63].

The main trends of research in marketing are: studying factors of creating and increasing demand on services, different types and instruments of promotion, functions of advancing goods in the system of marketing communication.

Promotion as an economic phenomenon is defined by creating and increasing demand on services and goods, increasing sales and profit.

In political psychology and political marketing we can also find the similar understanding where the term of "promotion" is used in the context of political communication – «promotion of political ideas, views, party programs» (D.V. Olshanskii, V.F. Penkov, E.G. Morozova, G.G. Pocheptsov and others). Specifically, the effectiveness of promotion as a political phenomenon will be determined by the candidate's landslide in elections, appearance of loyal parties, increase of voter turnout, fence-mending.

In the frame of psychology of Mass media they study mechanisms and factors of promotion, they analyze models of communications, strategies and instruments of promotion, used in Mass media. (T. Adorno, L.V. Matveeva, D.V. Olshanskii, L.N. Fedotova, Yan V. Victor).

The category of «promotion» is also studied in the context of image making, and here the process of image making is considered as a mean of personality promotion, promotion of goods and services (A.A. Bodalev, E.A. Petrova, V.M. Shepel, E.B. Pereliguina, V.G. Zazikina and others). In its turn, image, first of all, plays the economic role, increasing demand, competitiveness of personality, services and goods (I.V. Aleshina, M.V. Tomilova) and, secondly, socio-psychological function, displaying the social influence upon consumers (E.B. Pereliguina and others).

As to economic psychology, here the researchers do not use the term of «promotion»,concentrating upon researches of consumers' psychology, consumers' economic conscious, the analysis of changes in economic behavior, the last mentioned is considered as a result of the effective promotion.

In the age and pedagogical psychology the notion of "promotion" is used in correspondence with such categories as "development" and "education". In the works of K.A. Aboulkhanova-Slavskaya, A. V. Broushliskii, V.A. Petrovskii, V.I.Slobodchikova, N.V. Kouzmina, L.K. Markova the category of "promotion" in relation to the subject of the activity, communication, self- conscious is used with the meaning of "advancement", "dynamics and the rate of development" «advancement in the new social sphere», «advancement in culture assimilation», «studies progress», "development progress" and others.

Some works have recently appeared, dedicated to studies of promotion in an educational sphere, at the interfaces between economics, psychology, pedagogical management and marketing, where they deal with studies of educational services, consumers of educational services and consumers' behavior, the demand on educational services, the process of advancement of educational services. (R.S. Aseinov, V.B. Banslova, L.V. Zakharova, E.B. Karpov, V.N. Zotov, S.P. Kouznetsova, V.P. Tshetinin and others).

For instance, E.B. Karpov studied in details the issues of educational service promotion in the system of open education, he justified the role of psychological components in promotion and found out that the promotion as a complicated socio-psychological

phenomenon is accomplished under the influence of objective factors (customs, traditions, fashion, mass processes, normative, comparative-valuable, expressive, informative and simply compulsory impact of a range of groups-parents, relatives, people of the same age, friends) and subjective factors (implicit ideas, assimilated stereotypes, attitudes, relations and personality preferences in educational sphere) [6, 11].

In economic sociology and sociological theory of consumers' behavior (T.I. Zaslavskaya, Ya.M. Rotshina, V.I. Iliin, V.A. Yadov, T. Skitovski, A.N. Chekanskii and others) speaking about promotion they analyze issues, connected to examining types and mechanisms of consumers' behavior, to studying socio-cultural-economic factors of consumption. V.I. Iliin points out such factors of consumers' behavior: culture, social space, group, fashion, value system, mass communications, and gender.

In the labour sociology and management sociology "promotion" is treated as social mobility (English term)-"it is a displacement of individuals and groups in social space" [13].

The mobility manifests itself in different public spheres of life: economic, political, labour activity. The individual displacement in social hierarchy, in its turn, can fall into "vertical mobility"

(changing social status) and (horizontal mobility) (individual displacement in social structure without changing social status). In sociology they use the term "career" to describe worker's mobility. Some believe that career is a successful advance in public, official, scientific or other activity» [13]. Career suggests the progress in deepening specialization, enlarging professional instruments, spheres of activity as well as the growth in career hierarchy (vertical, horizontal, centripetal).

In the works of Zabrodina U.M., E.F. Zeera, L.G. Pochebouta, S.N. Parkinsona, A.N. Tolstoi, E.E. Simanuk career is considered as a dynamic promotion, including rotation of the stages, phases, appearance and resolving of career crisis.

In the frame of personal achievement studies (A.A. Bodalev, V.G. Zazikin, A.A. Derkach, M.V. Safonova and others) they mainly consider personal factors facilitating career promotion as a phenomenon of personal growth.

All the above mentioned let us point out that promotion can be regarded as a professional phenomenon, increasing the level of professionalism, career growth, the way how to achieve personal and professional akme.

Speaking about the phenomenon of musical project promotion (a singer or a band) on the musical market we would like to underline that in musical management and the system of show-business, "promotion" is treated as making albums, singles mass-market products. Therefore producers and researchers of technologies of musical producing unanimously admit that the main task of show business consists in creating a product which is in demand in mass culture [3, 7, 8, 10]. Youth audience is the main consumer of musical pop-products that's why producers, first of all, oriented to interests, expectations and needs of young people, creating a promotional mix.

National producers, art-managers, promoters highlight, that long-term foreign experience helped to elaborate tactics and strategy of promotion of the young per-

former: search and recruitment of the young performer   publicity   exploitation of the created image. Of course, it is very conventional, simplified, schematic formula. The real promotion is substantially more complicated and includes important intermediate stages.

In what follows we'll consider immediately the opinion of the professionals working in musical industry, about issues connected to promotional technologies, "hyping" of the singer. There is no doubt that each producer has his own scheme, secrets and strategies of singer's popularization, but however, there is a list of obligatory means, components which we can find in any process of star creation.

The first attempt to scientifically analyze producer's activity in national practice is presented in the work by I.I. Prigozhin "Top-Politics of show-business". Along with detailed description of the issues concerning legal and financial sides of show-business, the author paid attention to challenges of the national show-business, and ,certainly, to the artist promotion. Analyzing his work experience, I.I. Prigozhin says that the greatest components of organizing a concert is a correctly organized advertising campaign, PR-events. You won't be able to avoid posters, demonstration of the clip on TV, rotation of the hit on the radio and marketing researches. [10].

According to S. Korneeva, the author of the book How they make come out «stars» . Technologies of musical producing», the promoter and art-director of many contemporary pop-projects, «all the process of musical project promotion we can conventionally divide in several.

Successive, and very often parallel stages: generation of ideas, creation of the project conception, financing activities, project making (initial stage – casting, singers' recruitment, image and style making, rehearsals), organization of promotional compaign, project launch (distribution, organization of concerts and tours) and post promotion"[8, p. 49].

«In promotional campaign of the musical project,-the author continues, we include all the promotional measures, organized on different promotion stages. These are so-called stimulating activities that arise the demand for the album, (single). They include direct advertising in mass media, demonstration of the video clips on TV, radio broadcasts, promo actions in the Internet» [8, p. 81]. Besides, S. Korneeva thinks that working tools, promotional forms are taking part in PR-events (presentations in clubs, autograph sessions) club parties, public events, festivals, prizes, competitions, organizing press conferences. The role of the last mentioned is underlined by a number of producers, because press conferences let build strategical communication with audience. That's why they advise to pay a particular attention to preparation of the effective press conferences, to writing questions and answers according to PR-concept of musical project [7, 8, 10] and others.

In principal, the similar promotional scheme is proposed by the musical producer of the festival «New wave» in Urmala. E. Orlov – the way of "hyping" starts with concept creation, finding out audience acceptance of the created character, then they define the target audience and organize PR-campaign. The determining factor of the singer's

success, believes E.Orlov, is the work of the team of managers and pr-managers.

Rather detailed, informative scheme how to create a "star" is proposed by the producer A.V. Konovalov. His scheme consists of 37 stages: everything starts with positioning, defining age and social needs of target audience, and according to data received about consumers they Make him an image. Then they determine radio stations, TV channels, and printings where it is necessary to place the information about the artist: we plan all our steps for several months ahead and only then the general picture of our actions and expenses is shown up» [7, p. 107].

«Promotion technologies are similar, – A.V. Konovalov writes, to those used by deputies during elections. Myth (or «legend») – this is uncalculating their biographies into collective conscious … Producer must create a suitable reputation for his artist which will help quickly perceive the created image, corresponding to artist appearance» [7, p. 105].

In this regard, E.I. Zhdanova, S.V. Ivanov, N.V. Krotova point out: «Taking into consideration age particularities, show business managers understand that the new generation needs idols, ideals, that will make their dreams come true. The accurate image of the artist on the stage is the first step to popularity. Sometimes his vocal abilities do not play the major role, and fans don't want to believe that under cover there is a real man. The most important thing for them is the image created by image makers that accompanies the artist all his life on the stage. Image success is full concert halls, sales of gigantic number of video and audio copies. » [3, p. 95-96].

In fact, a lot of figures and followers of musical industry assign a special role for artist image and assess it as an important factor bringing popularity, fame, audience recognition, as a way to attract public interest to the performer and to increase demand on his musical production.

Along with successful "hyping" of the artist A.V. Konovalov believes that it is necessary to make effective media planning (disseminating advertisement in mass media). To make the artist public, to attract interest towards him, to make audience recognize him, to make the songs and tickets be sold out you shouldn't only broadcast his songs on radio and TV, but actively organize his concerts and apply the direct advertisement of the artist and his discs." [7, p. 127].He thinks that PR-actions are also of great importance as well as positioning of the artist on radio, TV and in mass media. He can even suggest the number of clip shows: «To make the audience recognize the artist it is necessary to show him on MUS TV 100 times or at least 30 times and 10-15 times on other channels, it would be better to show him on the 1st and 2nd channel in programs with high ratings." [7, p. 133].

Similar ideas we have discovered in the book written by E.I. Zhdanova, S.V. Ivanova and others. "Management and economics in show business". «TV plays an important role in product promotion, and we'd rather say the main one, because its possibilities brought about a new product of show business-clip" [3, p. 97].

As for advertising video clips as means of "hyping" an artist, disc sales and cassettes, I.I. Prigozhin claims that video clips bring a little profit and he explains that

"the purpose of making them is the advertisement….You won't be able to provide a successful disc promotion without a clip. Video clip is obligatory to create the singer's image and name." [10, p. 131].

Along with TV producers unanimously underline the role of global information network and application of digital technologies.

They permit to extend considerably opportunities for organizing promo actions and boosting volume of sales. Besides The Internet forums let discover audience relation towards the clip, film, hit after launch. Thus, marketing in show-business acquires, apart from existing functions (product promotion, finding, retaining and widening of circle of customers), investigatory and communicative functions» [3, p. 98].

Compilation of the literature and our own observations allow to offer a concept of the structural and functional analysis of artist's promotion on the musical market.

The general idea of making such an analysis, firstly, based on the fact that traditional schemes of the artist's promotion incorporate socio-psychological components, which exist in the real promotional process. Secondly, we should bear in mind, that psychological factors are crucial and they determine the rate of effectiveness of promotional activity on the musical market.

 In this case the process core is the stage of concept creation and determination of "hyping" policy; it means the choice of means, tactics and promotional strategy. While creating a promotional concept and in order to its effective realization, they take into consideration 4 blocks of equally important tasks.

The first block of tasks is connected to psychological studies of potential (target) audience, that suggests age and social, socio cultural particularities of customers' social attitudes, their personal life values, perception particularities towards pop-music or one or the other singer. The elements of the psychology of consumers of musical production must be considered at personality level, group level and society level. In this context the studies of economic behavior in the sphere of musical consumption are of great importance.

The second block is the analysis of musical project resources, including: human, financial, technical and informative resources. Of special interest is the human resources, among which we can classify professional abilities and psychological reserves (for example, actor's vocal abilities, his stress coping, promoter's professional qualities, press-attaché and etc) of the artist and musical project team.

The third block is the economic and socio-cultural analysis of the situation, including the knowledge of present market state, income data and well-being of the potential and target audience, competitors' studies. It is clear that this analysis is impossible without carrying out researches upon cultural traditions, sub cultural values, norms, fashion tendencies, atmosphere, mass and group attitudes in the sphere of pop music. You can note that this block as well as the first one is a kind of enlarged and profound version of marketing studies that producers usually conduct before the launch of the project and promotion. The in-depth studies of the first and the third block is also important for further enlargement of the target (potential) audience and for demand management.

Finally, the forth block is the definition of methods and ways of socio-psychological influence on target potential audience. It is a question of the choice of certain manipulations, strategy determination which will meet audience taste and needs. (for instance, the creation of desired and expected image of the singer, of "his life legend"). In this block of task we can add the first planning of PR- actions.

After defining the strategic line of promotion, they proceed to the promotion itself that in the context of our analysis has 5 following stages:

- Realization of the concept and policy of project promotion;
- General assessment of promotion effectiveness;
- Post-promotion;
- Correction and further implementation of the chosen promotional policy;
- Creation of alternative variants of further project promotion.

The system of objective and subjective factors, belonging to two different spheres, has an impact upon promotion and post promotion. The first sphere is "audience", it includes such objective factors, like created public relation, mass music preferences, mass feelings and, specifically, of the young people. We can't disregard group norm influence, behavior patterns, informational influence of we group, mass media personal perception and relation towards the musical project.

Among subjective factors we can number: personal preferences, musical, taste, culture and education level, musical favours, existing social presentations about popmusic, actor's image and appearance stereotypes. It is quite evident that between these group factors are rather difficult to draw a boundary. So social factor (society, we group) can have influence upon personality. Meanwhile an individual, a leader, (formal or informal) can influence the musical preferences of the whole group.

In the second sphere of influence we can distinguish – «singer and musical project creators», among them there are also objective (relations between the singer and producer, interaction between the singer and the project team, effectiveness of PR-actions, successful business project making, financial possibilities of the project, productivity of the formed image, singer's image), and subjective factors (level of actor's communicative abilities, singer's professional capabilities, psychological traits (stress coping, consistency of aim).

Promotion is carried out through the main channels of mass communication – TV, radio, mass media, Internet. Socio-psychological means of promotion, in its turn, can be divided into primary and secondary. The primary ones are used at the first stage of promotion: song rotation on the radio, clip demonstration on TV, singer's club concerts, creation of the certain singer's image, publications about singer's activity in mass media, on websites, PR-actions (rumors, gossips, scandals, advertising events), album launch on CD, cassettes, MP3, product distribution in the regions, taking part in prestigious musical festivals, concerts, competitions. Secondary promotion means are those which are used on following promotional stages, when the singer acquires a certain recognition, social status and here we can put: organization of fan club, merchandising (production of computer games, calendars, badges, t-shirts and etc),

concerts and tours (CIS states and far abroad countries), participation in charitable concerts, participation in reality shows, talk shows, publication of the book (biography and fitness and yoga pieces of advice, recipes and etc), playing the role of the author and the anchor of TV programme , participation in hit-parades, rumors spreading, publications about scandal sides of the singer's life, publicity through Internet (banners, voting, top-news and etc), shooting in the block of commercials, DVD production with the recording of the last concert or press-conference.

The basis for differentiation of means into primary and secondary in the frame of our analysis is two criteria. The first criterion can be called the criterion of effectiveness, which is closely connected to singer's status. For instance, those means, which are used in the period of post promotion, will be absolutely useless, fruitless at the first stage of promotion. Book publication, organization of fan club, tours,t-shirt, badge, calendar production with pictures of the nameless starter will be a waste of money. However the primary means, unlike the secondary ones are absolutely necessary and fruitful at the stage of post promotion.

The second criterion is the perception and relation of the audience towards secondary means and promotional elements as indices popularity and being in demand . Otherwise, shooting in films, commercials, reality and talk shows and others are the evidences of popularity, fame, specialness, talent and abilities indicator. Besides these means are the proofs of making the right choice of the favorite singer.

Consequently, the secondary means are those, which bring results after the first "hyping" and effective, when the singer has a certain status in the system of show-business and in the system of social representations of the large audience. The secondary means are regarded as the indices popularity and being in demand by the audience and it is stipulated by the system of ideas which are formed under mass media influence.

All the above mentioned allows to make preliminary conclusions and set up some hypotheses:

1. In contemporary national literature there is a contradiction between the psychological approach towards cultural studies of musical management, on the one hand, and insufficient experience of musical management and marketing studies in psychological science, on the other hand. Thus, for instance, in literature there are detailed and large descriptions of promotional means, but there is no analysis

2. of socio-psychological mechanisms of product promotion on the market.

3. In the promotional structure we can distinguish two important components – promotion as a process and promotion as an effect (result). However we can understand under the term "promotion"- a process and even the activity directed to project making, helping the singer to achieve the position in show-business. The effect of promotion is the change of mass conscious structure, the change of social representations, behavior patterns, and increase of social value and musical product significance. With the help of manipulative strategies, PR-actions, advertising and the ways of socio-psychological influence, the singer, as a rule, achieves the position exceeding his professional skills. We suggest that promo-

tion is professional producer's , art-manager's image maker's and team activity destined to create the project how to popularize the singer, increase demand on his albums, boost his ratings, sales and profit. As a matter of fact, it is stipulated by the main task of show-business – creation of the product of mass demand, corresponding to financial possibilities, soul and entertainment needs of people.

4. Promotion is not only one way process, giving the information to the audience about the singer (for example, legend inventing about his biography, which doesn't correspond to his real life) in order to make the singer popular, but it is a two-way process of interaction between the audience and the singer (producer). The analysis demonstrated that they traditionally add to marketing targets of musical show business the maximization of qualitative and quantitative indices of singer popularity, the maximization of the target audience and the maximization of the qualitative level of the project. In our opinion, these targets are the indices of the effectiveness of project promotion on the musical market. More other, realization of marketing aims in show-business are directly entailed with a circle of psychological issues, like studies of socio-psychological features of the audience, studies of the consumers (target audience, its complicated attitudes, expectations, relations in the sphere of music product consumption), analysis of taste transformations, feelings, studies of musical dynamics, studies of the process of personal and cultural values, behavior patterns, socio-psychological studies of consumer's demand.

5. The main channel of singer's promotion on the musical market are the means of mass communication (TV, radio, press and PR-agencies), and mechanisms of promotion are socio-psychological ways to make influence, used in goal –oriented project activity by the producer and his team. Promotional process if effected by goal –directed, intentional factors (organized PR-actions, planned press-conferences and etc), as well as spontaneous, unplanned factors, like

6. rumors, gossips, concert impressions, or sharing impression about converstion with the artist and etc. In its turn, the effectiveness of promotion is depended on structural factor of objective (financial possibilities of the project and etc) и др.) and subjective type (professional skills and psychological traits of the singer), that we can analyze on personality level , the level of small and large groups. In promotional process they use such socio-psychological mechanisms of influence, as imitation, contagion, suggestion and persuasion. These mechanisms affect emotional and behavior personality spheres, and manifests itself in the change of relations, perception, assessment, the system of believes, fashion and demand upon this or that musical products.

7. Promotional effectiveness is defined by realization of marketing targets. To measure the effect of promotional activity on the market we can use indices which are applied to any economic activity, such as the growth of profit, increase of social significance and social value of the product, the change of perception and relation towards it. Moreover we'd like to underline, that the essence of

promotional process in the frame of show business consists in changing re-lation to the product without changing its quality or with small changes, in increasing product cost, its significance, social value, which it doesn't initially correspond. No doubt, the effectiveness and results of promotion will depend on initial level of professional training, talent, psychological traits of the singer and content of his activity. Though, please notice, these are not essential fac-tors of promotion. The aim of promotion doesn't chiefly consist in changing initial quality of musical product, but in changing audience perception of the product, increase its social value and significance. In this context the question under discussion is how the audience relation changes after promo campaign and how the singer himself changes before and after "hyping".

8. As the starting point we propose a hypothesis: perception, assessment ,and consequently, attitude towards the singer (group) in mass conscious is devel-oped in three three -dimensional system of indices:

– Fashion level – in fashion, popular, hyped, famous singer;

– Attractiveness level - handsome, stylish, attractive, sexual;

– Content level- text analysis (content, themes) and melodies of songs.

1. We can make a suggestion that artist promotion develops in two intercross planes or in two interdependent spheres: in audience and the system of show business. The growth of singer popularity among the audience is exercised in parallel or synchronously with changes of social position in social space of show business, but and on contrary, asynchronously , – popularity among audience, the love of public can affect the respect and authority growth among colleagues-singers, producers, journalists, radio and TV anchors and others (for example, singer's in-volvement in collaborative musical project), it means high level of popularity may provoke the quick introduction of the starter into   Big League of show business. And vice versa, certain popularity can advance the singer on the musical market.

2. Thus, in the course of analysis we have specificated the definition of the term "promotion", supplementing psychological content. Singer's promotion on the musical market is the socio psychological phenomenon, corresponding to the process and project activity of "hyping" and popularization of the singer direct-ed to change perception and relation of the audience and special actions des-tined to change socio-economic consumer's behavior and sale stimulation. The result and social effect of promotion is expressed by the increase of the initial social value and significance of the product in mass conscious of consumers, and the improvement of singer's stage image in audience representations, and the boost of music product sales.

3. In conclusion we would like to summarize some questions, significant, in our opinion, for promotional studies on the musical market.

4. Socio-psychological studies of perception, relation, assessment particularities of the youth audience towards pop-music, and especially, towards the singer. Analysis of the system of social representations, existing in the youth sphere about pop-music.

5. Analysis of perception, relations, and social attitudes of youth audience towards applied means and instruments of musical promotion of the project, otherwise, studies of audience representations about PR-actions (PR-action in Internet, news PR-actions, popularity ratings, hit-parades, voting, fan-clubs and etc.).

6. Studies of the change phenomenon, happening in the system of representations of the youth audience which are the results of the socio-psychological influence during promo campaigns and publicity.

7. Creation of types of national pop music consumers taking as a basis socio-psychological traits (motives of recall to listening to music, life orientations, value representations).

8. Demand studies for pop-music as socio-psychological phenomenon, выявление structure of needs, elaboration of special methodological instruments for assessing socio-psychological components for music project promotion on the musical market.

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The yong scholars

Rogkova S.V.

The educational dialogue as a mean of support of individuality of senior pupils

The global purpose of education is an all-around development of pupils. The modern world dictates necessity to take care of ecology of endowments, ecology of spiritual, mental abilities of the person like of the ecology of nature.

Psychological researches of concepts "endowments" and "ability" (U.Z.Gilbyh, V.N.Druzhinin, V.V.Klimenko, N.S.Leontiev, A.N.Lejtes, S.L.Rubinshtejn, A.I.Savenkov, B.M.Teplov, and others) show: the basic concepts of endowments and ability are the high intelligence and original way of thinking which provides achievements in different kinds of activity. Special endowments is shown in the same as special abilities on a background of the general endowments.

Pedagogical researches on a problem of development of the talented children (V.I.Andreev, Y.K.Babansky, N.S.Lejtes, A.M.Matyushkin, T.A Ilyin, etc.) testify that if the components of endowment are known, it is possible and even necessary to develop them. (1,2,5). K.Rogers recognizes that a source and motive force of development and personal growth are concentrated in the person. In his opinion one of conditions ЛОО (significant) was not directive, dialogical position of the teacher, who should lean on self-actualizing the tendency of the pupils. It is not exactly the mind of the person that is talented, but the personality. That is why it is necessary to use the complete approach to the talented person, first of all to the child [7].Creation of preconditions for display of uniqueness and support of success in realization of creative potential is considered to be a purpose of development of the presented pupils of the senior classes. It is important the schoolboy must be ready to be realized not only within the school, but would open his talent as much as possible in that sphere of a life which he chooses. Its necessary to use such strategy of education which will make possible realization of the model that is based on the complete approach, reflecting dynamics of development of the person, first of all its uniqueness and a non-standard, the person capable of generation new, important for a society ideas and openings. The presented children cannot be leveled: the more brightly endowments is expressed, the more significant can be a person.

Considering creativity as an obligatory difference of the talented, psychologist Renzulli specifies aspiration of schoolboys of this type to produce the ideas, to differ from others, on desire to express and protect their own point of view. For pupils of such type, especially for senior pupils, it is absolutely necessary to create the dialogue en-

vironment by means of which their talents will crystallize. The philosophical concepts connected with dialogue, have been built by M.M.Bakhtin, V.S.Bibler; L.S.Vygotsky, S.U.Kyrganov have carried out researches in this direction. Scientists switch the attention from dialogue of the person with the world around, to attitudes of the person to the person, "Self" to another "Self". The features of the talented: speed, flexibility, originality of thinking, intuition, perfectionism (complexity), spirit, a paradoxicality, dialogue, skills of search, tolerance are grinding to advanced age [1, 5]. Similar qualities are formed with dialogue, and at the same time, it is possible to develop talent of senior pupils on the basis of dialogical techniques, leaning on the listed characteristics. Such way of introduction of the new technology represents to us as desirable as it promotes the decision of a question on optimum educational methods for talented, that increases chances to keep a genetic fund of the country. The dialogical field will allow the schoolboy to commensurate his forces, to find a way out of the creative potential and an original plan. Creating a situation of dialogue, using various methods, the teacher helps senior pupils to develop skills to expect succession of events, to do substantiated conclusions, to select the arguments, to operate with contradictions, to create system of proofs.

Let's remember the well-known conversations –the Socrates dialogues. The philosopher approved, that he helps the listeners to be born to a new life, to cognition of "general" as true morals. Sokrat did not utter the truth, did not propagate it, but he aspired to discuss the various points of view, not joining in advance to one of them. The presence of an exchange by opinions is absolutely necessary for the talented pupil. Lessons, on which dialogue is widely applied, (lessons-seminars, lessons-games, press conferences, etc.), accustom schoolboys to creativity, activity. The dialogical field allows to commensurate the forces, to find a way out of the creative potential, an original plan, promotes more active formation at pupils of the mechanism of critical thinking: the analysis, generalization, forecasting, a self-estimation. The trust and respect for logic of the partner stimulates development of internal need to analytical work which forms culture of dialogue, flexibility of thinking [4]. The senior school age - the period of intensive formation of individual style of activity. Pupils should be learned to work in pairs, to cooperate in small groups, to realize personal participation and the responsibility for performance of the task, certainly, all this cannot take place without plural dialogue.

It is natural, that if we apply for application of the technique connected with dialogue, its impossible for us to not avoid discussion, debate, philosophical conversations and other ways of dialogical conversation, assuming the reference of the teacher to actually significant experience of pupils. It gives rise to sensation of a generality, as a part of democratic culture. Therefore dialogue is the effective tool of cognition and of valuable meaning-formation at each talented person.

Working within the limits of communicatively-dialogue education, on the results of interviews, supervision, questioning we have made a cluster on a theme: "What has the technology of dialogue education given to pupils?". The presented schoolboys

have noted, that they have learned to operate with contradictions, to comprehend connection of the phenomena, to argue, to adduce arguments and counterarguments; their circle of friends has extended; the level of dialogue at school became more significant; the quality of knowledge has raised; teachers note successes in study; participation in conferences and debates became desirable; many senior pupils appeared winners of competitions, Olympiads.

Our research has allowed to draw the following conclusions:

1. For revealing and support of talent it is necessary to use a technique of communicatively-dialogue training.
2. To carry out the problems in development of endowments successfully, it is necessary to create the dialogue environment which expands a factorial field of becoming of the person, allows to project personal developing system.
3. Among factors which operate beyond the framework of class-fixed system, we shall note dialogue of the presented senior pupils with the talented teachers, well-known scientists, familiarizing with the scientific organizations, with corporate russian traditions.

So, insisting on the importance of application of dialogue training in modern formation, it is possible to say that from the valuable attitude to the talented pupil comes up an understanding of the purpose - to support, develop the person, to lay a foundation of mechanisms of the self-realization, which are necessary for a becoming of a unique personal image.

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Byundyugova T.V.

The problem of broadcasting the senses and estimation of the images, represented in mass media and advertising

There are significant changes in the sphere of mass media in modern society, accompanied, in general, by transformations of influences, rendering on the having a special purpose audience. These changes, in whole, can be marked as a replacement of communicative strategies.

Communicative strategy – is a represented world outlooking intention in technology and its operating realization in the maintenance of communicative process, so to say, a choice of communicative space, type of interaction, totality of broadcasting senses, so to say, one or several measuring, concerning which builds the system of communication.

Now, researchers point out two basic types of communicative strategies, existing in mass media: manipulations and conventions.

Communication where its goal is not announced openly or, more of that, it is hidden by special means is a manipulative. Communication, where besides any inner or external goals for communication, a condition of reaching mutual understanding between participants of communication is being made and it is called conventional communication.

The preferences one of the strategies – manipulative (behavior management) or conventional (understanding management) connected with that, how the senses will be broadcasting, presented in mass media. The sense is born and transforms to the communicative process of its broadcasting at the realization of manipulative strategy. At the using of conventional strategy, the sense is born and is broadcasted inside the communicative process, where communicative actions of parts are equal in rights.

In both, manipulative and conventional strategies sensetechnics are used. Sensetechnics – is a hypothetical system of methods of bringing up and correction of sensible formations of personality. Absolutely it is too much generalized definition, so we would like to divide into parts some specific moments, connected with determination of sensetechnical influence in mass media and advertising sphere.

Sensetechnical influence in mass media and advertising is directed on:

a) senseforming, so to say, artificial creating of senses, corresponding to the waiting of having a special purpose audience;

b) senserealisation, so to say, reflection of existing senses and their connections with perceived informational constructs, broadcasting in mass media and advertising.

Sensetechnical influence the audience by means of the changes of steady attitude to concrete things, people, situations or influence on the system of values, self-determination through the result or the change of sense constructs. Within the bounds

of using sensetechnics in mass media we would like to point out two significant moments: first, sensetechnical influence, as any other, used within the bounds of mass communication stirs up the object of influence (representative of having a special purpose audience) of certain motivational conditions, from the other, - it is directed on the sensible sphere of personality, skillfully putting a person before the choice, forcing him to realize an object on the conscious level.

One moment else which should be paid attention to – it is possibility of image estimation, broadcasting in mass media and advertising, from the point of view of their presentation as some informational sense constructs. Any image broadcasted in mass media and advertising, besides that, what is to be some totality of senses, also exists as some informational sense construct.

Informational sense construct – is some composition of units of information, united by the one theme, broadcasting in mass media stirring up a certain personally significant attitude. It is a necessary compound part of social life of a person, so to say, owing to him socially-historical experience is adopted, necessities are satisfied and the most important is – that rightness is confirmed before formed subjective "picture of the world".

We can suppose that informational sense constructs are integral systems of images, therefore, they are easily understood and estimated. If a person perceives information like some integral construct so he rather will put it down into his inner picture of the world, preferring it to the others.

The estimation of a construct happens very difficultly. We offer the following scheme of estimation of informational construct:

1. Perception of informational construct (for example, an advertising clip).
2. Interpretation and understanding of construct (the key moment here is the integrity of a received construct, its competition).
3. Accepting or non accepting of a construct (two basic mechanisms join: coincidence and noncoincidence with values of personality, identification).
4. Working out an attitude to a construct (positive – negative) and, as a result, giving it a personal sense.
5. Adding a construct into the inner picture of the world, either non accepting and, therefore, forgetting it.

So, the estimation of informational sense construct – is a definition of meaningfulness of its maintenance by a subject for itself. Any understanding of informational construct, expressed aloud or marked by an action, fixed the individual, personal attitude to it. So to say appears conferring a personal sense to it. It acquires value for personality.

We supposed that within the bounds of understanding and accepting informational sense construct, its image, interacting with already composed image of the world in personality's consciousness, realizes the function of choice, on the basis of which a spectator interprets its maintenance. Thus, personality sensible images make a subject, by the way of choice to prefer one constructs to the others, and, therefore,

it, for example, it is an advertising clip, and they make a subject prefer also goods and service which they symbolize.

So now the problem of transpassing the senses, existing in the informational sense constructs of mass media appears. Today appears a new form of influence, which based on using mass media as forming an attitude of a person to the surrounding world, other people and himself, personal senses which are present in individual consciousness.

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Unina V.V.

The contents of educational environment for children with health restrictions in school conditions.

Goal- oriented and thorough formation of educational environment of the institution where the children spend the largest part of their life, it is very important for every school, especially for correctional school. [4, 5]. Educational environment is the major factor of the school life, because it creates common to humanity bases for child's vital activity in the society [3]. Personality environment determines his way of life, and all the attitudes, values and stereotypes are formed under its influence. [1]. Not every environment is able to become educational means. The child with restricted health abilities very often is alien and cannot get used to the environment, especially if it is far from his educational needs. [2]. That's why the aim of our experimental work is to define the contents of educational environment for children with restricted health abilities. The experiment was conducted in SEI LR "Siverskaya specialized (correctional) school – boarding school in Leningradskii region. 140 children from the age of 7 up to 17 with deviations in mental development, 30 teachers and 46 parents. Combinatiom of theoretical and methodological tasks of research with solving problems of applied nature influenced the choice of methods, including the analysis of philosophical, psychological and pedagogical literature related to this problem, the analysis of pedagogical experience of specialized and secondary schools, pedagogical experiment (stating and forming) , forecasting and constructing model of educational environment in a specialized school.

As we believe, the environment of correctional-educational institution will be educational if it can be characterized as a system of special psychological and pedagogical conditions, maintaining pupils' effective vital activity in the process of education directed to expansion of socialization possibilities.

The results of the research carried out let us distinguish the main components of educational environment as a system of special psychological and pedagogical conditions:

1. Socio-cultural (artistic-creative) component.

The aim of socio-cultural rehabilitation is the intensification of social adaptation and integration of the person, widening of his social links, restoring of his social status as an active member of the society. In the frame of this direction the following tasks are solved:

– realization of socializing and developing potential of leisure activity by creating conditions for full-value free time spending, for self-realization and self-assertiveness, spiritual communication, creative self-realization of children with deviations in mental development.

– personality development and formation of necessity in self-perfection, self-development by participating in different kinds of socio-cultural creation;

– development of new and support of traditional forms of leisure time spending;
– organization of wide-ranging communication of adolescents on the basis of common interests. The form of realization of these trends are: youth clubs, school amateur artistic work; groups of artistic development, creating special socio-cultural programs and projects («School of communication», «Life school» and etc), including interactive, dialogue, fiction and other methods.

2. Psychological-rehabilitative component.

The task of this component is forming of mental qualities and abilities of children with deviations in intellectual development, that will provide necessary motivation and achievements in different spheres of activity. The main issues of the program of psychological rehabilitation are:
– restoring and development of mental functions (memory, thinking, intellect, psychomotor system and etc);
– decreasing the level of local emotional dysfunctions (excitability, anxiety, emotional changeability and etc.);
– developing skills and abilities for will activity and mental self-regulation;
– forming adequate attitude to his or her own "Ego" (adequate self-esteem, understanding of the problems and possibilities);
– developing skills of creative self-expression and decision taking.

Psychological-rehabilitative programs are implemented in the following forms: psychotherapy; play therapy; bibliotherapy, psychological training and others.

3. Socio-adaptation component.

The aim of this direction of work consists in organizing social support for adaptation of the child with mental deviations. The main tasks:
– developing personality's communicative culture;
– creating value attitudes and active stand in life;
– widening of the outlook;
– optimizing family relations.

The leading form of the child's training in order to create skills of interaction with society is socio-psychological training, within the framework of such a training the child will acquire social skills and specific social experience how to find a place of work, how to treat people in the family, they learn what the friendship and fellowship are.

4. Physical education, Health –improvement component

The aim of this direction of work is using the socializing and rehabilitative potential of physical education. The tasks are:
– propaganda of physical education and healthy life-style;
– -improvement of general level of children's physical training, preservation of health and promotion of health;
– propaganda of empirical remedies and traditional health-improvement systems;

– creation of deep and complete knowledge of physical state and ways of its im-
provement taking into consideration real child's problems and needs.

The main forms: organizing of physical exercises and health improvement pro-
grams; conducting of therapeutic events, organizing of physical - rehabilitative
groups; holding sportive, family holidays, sport games; giving health-improving and
medical service.

5. Profession-oriented component.

The main challenge of this direction is preparing a person for independent worl
life in real conditions of market economy obtaining skills , knowledge and experience
in the recommended profession. The tasks of **profession-oriented trend**:

– providing adequate professional self-determination (the choice of profession
according to individual abilities and social demand);
– creating value attitudes, motives towards certain kinds of professions;
– cultivating industry, initiative, evocation and entrepreneurial spirit.

The forms of organizing programs providing professional self-assertiveness
– different kinds of role-plays, aimed to develop entrepreneurial spirit, to obtain
skills of work in workshops, to receive experience of work in small firms, produc-
tion co-operative societies (including collaboration work with parents, teachers,
classmates).

6. Educational component.

The aim of this direction is integration of children with intellectual deviations into
educational sphere, providing them necessary conditions for full-value education,
cultural development and afterwards professional self-determination. The tasks of
this work trend are:

– improving scientific and methodical bases of rehabilitation and adaptation
work;
– generalizing and spreading out innovative methods and progressive technolo-
gies of complex rehabilitation of children with intellectual deviations.

The forms of work are organizing clubs, museums, conferences, seminars (for par-
ents, teachers, and program innovators) at school..

7. Legal component.

The aim – defending and representing the interests of the children with devia-
tions in mental development in the society. We have set the following tasks:

– organization of meetings of socio-political nature, directed to change the rela-
tion of society and the authorities towards problems of such children;
– changing of social policy towards difficult children;
– enhancing humanistic attitude towards children with problems in intellectual
development from the society and some individuals;
– developing the experience of social collaboration.

The society attitude towards a child is realized through state social programs;

organization of social control over formation of public opinion. The concrete forms of the activity aimed at social support are: creation and realization of address programs of financial help from lower-income families, legal and consultative support, creation of workplaces for such children, of seasonal work for children and their parents, assignment of columns in Mass Media destined to describe problems of the children of this category.

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Kouzenko S.S.

Triad of socialization, communication and imagination disruptions as a base for autism researches

Child autism is quite widespread phenomena, that can be seen as often as blindness or deafness. But, unfortunately, this specific psychic development disruption is not familiar enough even to professionals in our country. Families with autistic children can't get qualified help for years. Child autism comes in a large variety of forms, on different levels of intellectual and speech development, that is why an autistic child can be found both in special and usual kindergartens, ordinary school and private lyceum. And every where these children experience significant difficulties interacting with other people, communication and social adaptation, and require special support. Yet instead of it, they often face incomprehension, ill will, even repulsion and they suffer from hard emotional wounds [3].

Autism in broad sense defined as obvious unsociability, tendency to avoid contacts, living in one's own world. However, unsociability may come in different forms and by different reasons. In most cases communication disruptions are direct and clear consequences of main dysfunction: little demand for communication, difficulties in perceiving information and understanding the situation, painful neurotic experience, chronical lack of communication in childhood, inability to use speech.

We can not surely certify how primitive their personality structure is. But unlike imbecile children, whose reactions are not formed enough for their age as well, an autistic child's personality can reach colossal level of perfection. And if this happens as a result of treatment, it usually happens in older age so that these children can ether tell us about what is happening with them, or give numerous clues to help us learn particularities of their development and factors that influence that development.

In the mean time, this psychic disruption is little known both to specialists and families with autistic children. For a long time, nobody diagnosed early child autism in Russia and Ukraine, using "schizophrenia" and "oligophrenia" diagnosis instead. We hold the opinion, that early child autism is a distinct illness, which has a better prognosis for curing and following adaptation unlike impossibility of curing oligophrenia and limited possibility of curing schizophrenia.

The triad of socialization, communication and imagination disruptions forms a basis for autism researches because it outlines problems and questions needing explanation and solution. There for, a psychological theory of autism should at least explain combination of these three kinds of disruptions. At the moment, the basis of autism diagnostics is made up by tree key symptoms known as Lora Wing's triad [1]:

- Qualitative aggravation in social interaction sphere;
- Qualitative aggravations in verbal and nonverbal communication and imagination spheres;
- Extremely limited activity and interests repertoire

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However, there is a specific communication disruption when all these difficulties are tied into one knot and it is hard to distinguish the reasons and consequences and understand, whether a child can't communicate or doesn't want to and why.

Every step distancing a child from the world usually weakens natural tendency to observe and manipulate the environment. But without that tendency the development of human personality is simply impossible. This exhausts still weak Ego that just left undifferentiateness phase and aggravates psychic disbalance [2].

The depth and severity of that disbalance will depend on the nature and extent of problems with communicating with outer world. Elements of reality considered most deceitful and soulless will be affected by protective mechanisms and replaced by imaginary analog that seem more satisfying; too intensive inner reactions will be displaced. In other words, all of the child's efforts will be aimed at preserving certain contact with the world and making at least a part of it safe. But when the situation is out of control and the whole world starts seeming destructive, the child gives up any effort. Attempts of coping with separate aspects of reality and completing a "peace treaty" with the other cease. All resources are thrown at building defensive constructions so the personality forming process happens in "energy blockade" conditions. The base of all, that is happening is a belief that any attempt to be or do will come out in most destructive consequences.

Communication disruption can be caused by different reasons and may come in variety of forms. Reaction inadequacy can be explained by misinterpreting received signals, which is a result of a human being blinded by anxiety or hostility.

On the contrary, when improving of conditions or therapeutic interference gives him a possibility to get others acquainted with his thought and emotions, to learn perceive process and contents of communication adequately, his condition makes visible progress.

That is exactly how emotional disruptions look like from oter outsider's point of view and that is how it shows itself in communication between people.

However, if we look at the problem from the inside (i.e. interpersonally) thin the cause of communication problems is irresistible anxiety. An anxious man in his strive for safety fist of all limits his contacts with outer world, which generates that painful anxiety.

As long as that man sees the reason of his anxiety outside his contact with the outer world remains distorted.

When panicking, a man stops feeling hostility at all. Having to live in such a senseless unpredictable world, we turn to the only way of defense at hand – inaction.

Living with autistic children, attempt to learn and cure them – all of this can be considered as an experiment. But the complexity of problem, the range of difference between individuals (none of them is in static condition, they change constantly), the distance between observer and observant and many other details tells us that such an experiment should be most carefully planned. It is impossible to see static "scientific" experiment in this case, because we have to follow all vicissitudes of life, unpredictability of which is it's main feature.

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Faraponova O.V.

The problem of studying
the psychological stability of the person

One of the big problems of the different branches of psychology is the problem of studying the psychological stability of the person. This problem is up to date nowadays when a man has to overcome many physical and emotional difficulties.

Studying the professional stability is necessary in many professional spheres. A man quite often should carry out professional work at deficiency of time, even in dangerous conditions, overcoming fear and other negative emotions.

Unfortunately, today the notion of psychological stability is not enough defined in science although it has big practical significance.

Among authors who analyze the development of the problem are V.S. Berdnikov and E.S. Kauzurova [1]. In particular, they distinguish   different kinds of stability in psychological literature: stress stability, stability to injuring situations, stability to uncertainty, noise stability, stability to infringement of norms and borders, stability to disputed behaviour, etc.

The problem is not full developed and it appears in the fact that the notion of psychological stability is non-concrete and has multiple meanings.

Authors emphasize, that, at first sight, the clear concept stress stability at the superficial analysis is filled with set of various semantic shades and specifying terms. In particular, one of the aspects of the problem is the distinction between emotional stability and emotional-strong-willed stability. It is necessary to understand the meaning of emotional stability and frustrational tolerance, ability to self-checking and ability to any regulation of functional conditions.

The listed definitions have different toolkit for measurement and, not to mistake, psychologists should think out their own toolkit, as well as their own definition.

The problem remains open, while there are various directions and definitions of psychological stability in psychological science. One of the directions in psychology is connected with the development of a problem of tolerance. Within the borders of this direction tolerance is considered as one of the sides of psychological stability of the person. The term "tolerance" means the absence or easing of reaction to any adverse factor as a result of sensitivity reduction to its influence [10].

The term affective tolerance is found in works of representatives of a psychoanalytic direction of psychology who study opportunities for increase of tolerance level to painful affect [3, 7].

Among the theories of foreign psychologists a big interest for the problem of psychological stability represents R. Yanof-Bulman`s concept of psycho trauma. According to it the reason for the appearance of person desintegration condition under influence of psycho trauma are unproductive basic views, concerning positive "I-image", goodwill of surrounding world and formation of self invulnerability illusion.

In a general sense psychological stability is connected with the absence of disorganization of behaviour or a category of preservation of activity structure, preservation of motivation, realization of the purposes and rational thinking, and also correct implementation of necessary schemes [9, 10], and it is also reflected in activity of a person and intensity of a need for reorganization or adaptation of an organism [4].

V.V. Nechiporenko, V.M. Lytkin, A.G. Senichenko [5], studying psychological consequences of war at military men, allocate following structural components of psychological stability of the person: emotional, strong-willed, intellectual. In their opinion, these components occupy various «range places» in psychological stability depending on the character of activity and on concrete external reasons, disorganizing activity (conditions, task, etc.), and the internal reasons - specific features of a soldier (condition, opportunities, motive, etc.).

Various opinions of psychologists at a problem of psychological stability studying allow to draw a conclusion that psychological stability in Russian psychology is defined in general sense as a complete characteristic of a person, providing stability to frustration and stress influence of difficult situations [6], and which is shown in preservation of activity structure [9, 10].

Taking into consideration the given problem, we suggest to investigate psychological stability in system of personal qualities and specific features according to its structural components.

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Semikin S.E.

Particularities of individual and psychological traits of seamen before and after voyage

At the moment there is a range of professions that can be considered as the most difficult. One of those is the work of a seaman. The features of seamen's work are connected to social and sensorial isolation, cumulative effect of oscillatory motion and vibration, climate and zonal contrasts, around-the-clock work, high intensity, extensive pressure of the labour. All these and some other extremal factors influence all the seamen regardless of their functions on the board. [3]

In the previous researches, the authors mainly studied the influence of the above-mentioned factors upon nervous system, labour process (activity, information processing), from the point of view of the engineering psychology, examining the particularities of different kinds of the operating activity of seamen in the context of dynamic connection of elements "man-ship". [1, 2]

We haven't found in the literature information regarding psychological and ackmeological analysis of seamen features. That's why the aim of our research was studying of individual and psychological seamen features before and after voyage. The knowledge of psychological and technical components of professional activity of shipboard personnel let us make a suggestion, that their professional activity involves stress, high level of anxiety, emotional problems, that, finally , can distort their mentality and personality, and create conditions for profession deformation in general. 285 men, working on water transport, and having annual medical examination in the first clinical hospital of Rostov-on-Don, took part in our research. The age range of respondents was from 20 up to 52 years.

We tried to realize the following tasks in the process of our study: the comparative research of existing level of anxiety and stress of water transport workers; studying of interpersonal relation indices and group behavior among the employees of trade fleet; studying of character accentuations of shipboard personnel and finding out individual and personal determinants that cause professional deformations among the trade fleet seamen before and after voyage.

Mathematical data processing was carried out using methods of mathematical statistics. Computer processing of results was made by programs SPSS 11.0 and NCSS2000-PASS2000.

First of all in the groups of shipboard personnel, that were examined before voyage and after voyage we have studied the stress level with help of Lusher's methodology. We have discovered that the stress tension highly increases after the voyage. 40% and 23 % correspondingly.

Before the voyage the deviation from autogenic norm and the level of anxiety is lower (33% and 16% correspondingly), than after voyage (45% and 27% correspondingly). So the research points out, that time spent on the board, has a negative effect

on emotional state of shipboard personnel, as a consequence we observe the double increase of anxiety level and stress tension.

Literature analysis demonstrates that the necessity of staying in constraint environment and relative social isolation during voyage has a negative impact on interpersonal relations. In this connection we have added the methods of T.Liri to our battery of tests. It permits to study the deviations of attitudes towards interpersonal relations before and after voyage.

The results showed that shipboard personnel has moderately aggressive and authoritarian types of relations before voyage, and after voyage we observe the moderate authoritarian type of relations and high rates of aggressive and suspicious types of relations.

Thus, it is evident that time spent on the board of the ship has a negative effect on seamen abilities to build constructive interpersonal relations.

The received data testify that negative influence of professional activity on their emotional, personal and interpersonal spheres, that can not reflect in their social behavior. Due to this fact we included the method of "Q-sorting" in order to elicit the main changing rates in shipboard personnel behavior. Based on the data, received before voyage, we can say that the seamen have an inner desire to accept group standards and values: social, moral and ethical, building the emotional links within the group and outside it.

After the voyage the tendencies of dependency and asociality dominate, besides they gradually become stable personal traits that characterize almost all the workers of the fleet.

So the received data allow us to make the following conclusions:

The professional activity, during a spell of time (during the voyage that can last up to six months) enhances at the statistically significant level the aggression increase in behavior, increases independence of group, its standards and values. We believe, it results in marginalization of behavior. The level of anxiety and stress tension greatly rises up.

The differences in all the parameters studied, made us advance hypothesis that particularities of seamen professional activity must have a negative impact upon their personal traits, distorting several qualities, and sharpening character accentuations. The next task of our research was to study the manifestation of character accentuations before and after the voyage. The seamen completed the test of G. Shmishek before and after the voyage. Before the voyage the average group indices are close to normal, but two scales show the sharpening tendencies. These are the scales which reflect fixedness and depression.

After the voyage all the shipboard personnel experience the increase of fixed and depressive type of accentuations, the tendencies to demonstrative and emotional behavior also grow. It can be explained by the inertia of mental processes, their rigidity, a long coping with traumatic events. The respondents try to avoid interpersonal contacts, they prefer solitude.

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The data received let us make a conclusion that professional activity negatively influences the seamen's personal, emotional and interpersonal spheres and it manifests in their behavior.

The scientific novelty consists in finding out individual and psychological determinants, creating professional deformations among the seamen working on water transport. The use of the received data enables to create more effective professional rehabilitation programs and methods of vocational selection.

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Information on the order of presentation of publication

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