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## General Psychology

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A.F. Kornienko

### Problems in defining the concept of “psychics”

*Different approaches towards one of main psychological questions “Mentality, what is it” are scrutinized in this article. The authors show, that recognition of the mentality to be non-material and unphysiologic formation, as well as its reduction to physiological processes, should be considered as deadlock directions of the psychological research. They pay attention to purposefulness of mentality definition as particular brain attribute, which doesn't provide the reflection of the objective reality, existing at present or which existed in the past, but the construction of the closest future, which has never been before and which doesn't exist at the moment. The authors give the scheme, illustrating the gist of the idea, forming the basis of this definition of mentality. The model of functioning of “complicated” neurophysiologic processes with psychological attributes, called “mentality” is suggested.*

**Key words:** *mentality, psychological attribute, correlation of “physical” and “mental” psycho- physiological problem, psycho- physiological parallelism, neurophysiologic reductionism.*

The urgency and the importance of a problem in defining the concept of “psychics” have always been highlighted in Psychology, since Decartes formulated a “psychophysical problem”. This problem was also considered as an crucial by L.S. Vigotskiy (1982) who wrote, “the question about psychics, conscious and unconscious has the defining methodological value for any psychological system. The decision of this basic for our science a question determines the destiny of our science.” (p. 132). N.I. Chuprikova (2004) gave one of the last statements concerning this theme in the following words, “Psychology has always experienced considerable difficulties while trying to define own subject. They exist also in our days... However all difficulties begin when the question about what is the psychics is being raised.” (p. 104).

Originally, concept of “psychics” was introduced in connection with the definition the concept of “life”. The psychics was considered to be a substance which animated the body. As the signs of life it was considered the ability of a body to react to external influences in the impellent form (in the form of movement) or in the form of sensation.

As any motor activity of the body were accepting as the life's sign that in its turn were considering as manifestation of the psychics, the concept of “psychics” was appeared connected with the concepts of “reaction” and “movement”. Probably, owing to this circumstance in the beginning of XIX century Jean Batist Lamarck (1935) offered to classify the levels of the psychical organization of living beings according to their



behavioral forms. Developing his own theory of evolution, he supposed that evolution of life was based on a psychological reaction of an organism to the external influence. He thought that the main factor of organisms' changeability was their ability to respond to the affecting stimuli, then exercising, to develop those kinds of reactions which were more essential for the organism, and finally to transmit the acquired and developed reactions by genes. J.B. Lamarck also noted that organisms changed not because the environment directly affected them, but due to the fact, the environment changed the psychics of a living being. In accordance with this assumption, he has suggested the first classification of psychical acts. He considered that the simplest psychical act is irritability, a more compound one is sensitivity and the perfect one is consciousness.

It is interesting to note that not only J.B. Lamarck was connecting all kinds of organism reactions with the psychical acts. A.A. Severtzev (1982) in his famous work "Evolution and psychics" postulated that the basic types of psychical activity of animals along with the activity of a reasoning type are reflex and instinctive activity as "extremely important gene-transmitted mechanisms of adaptation for organisms."

Presence of mental activity at the elementary organisms without nervous system and a brain is supposed also in our time. E.A. Klimov (1999), for example, urges us "to leave ... habitual understanding that the psychics is nothing else but function of the nervous system, brain." (p.166). He says, "the nervous system **provides** rather than pre-determines the psychic activity... We know that a prenervous system of the psychical development of elementary organisms exists." (p.167).

Representation that not every form of reaction of an organism on external stimulus should be connected with the concept of "psychics" was defended by A.N. Leontiev (1983). As well as J.B. Lamark, A.N. Leontiev thought that first of all life have to be considered as a process of interaction between the organism and the environment. He also pointed, "wherever we are facing life we are facing mobility and that irritability is the general property of all live bodies to acquire active state under the influence of external stimulus." (p. 148). However A.N. Leontiev did not connect irritability with a psychical act and the concept of "psychics". From his point of view, an assumption that all living organisms possessed the psychics was contrary to up-to-date elementary organism theories. He claimed that "the psychics can be a product of the further development of living matters, further development of the life itself" (p.143) and he was associating the psychics with formation of the nervous system in organisms and their "sensitivity" ability. A.N. Leontiev suggested sensitivity but not irritability as the elementary form of the psychics. At the same time, he closely connected the concept of "sensitivity" with the concept of "sensation" equating them with each other. A.N. Leontiev wrote, "we shall take sensation, which reflects objective external reality, as the elementary form of the psychics, and treat the problem of the origin of the psychics in this concrete form as the problem of the genesis of a "capacity for sensation" or (what is the same thing) sensitivity proper." (p.145). As a result of the analysis of the peculiarities of the organism and the environment interaction, A.N. Leontiev concludes that





“the function of the processes determining the organism activity directed to their survival, is nothing else but the function of sensation, i.e. ability to sense.” (p.172).

I.P. Pavlov (1996) had another view on the processes that predominated the organism activity. When he was analyzing or describing phenomena connected with the production and demonstration of unconditioned reflexes of different complexity degree by animals and people, he came to conclusion that the concept of “psychics” could be completely excluded and changed for the concept of “higher nervous activity”. In one of his works he says, “it is more correctly to call activity that provides stabilized and compound relations of the whole organism with the environment, “higher nervous activity” instead of the old term “psychics”” (p.473). I.P. Pavlov thought that the psychical phenomena differed from the physiological phenomena in its degree of complexity.

It is necessary to say that Pavlov’s attitude to the conditioned reflex as extremely important and its actual equating to the psychical process in common with the Leon-tiev’s view on the sensitivity as primordial form of the psychics that was also directly connected with the concept of “conditioned reflex”, defined a strategic direction in the research of “psychics”. The possibility of description and explanation of compound behavioral forms of animals and people based on sensitivity, simple and compound conditioned reflexes, was an obstacle to the search of alternative definitions of “the psychics”. In order to make people more developed than animals, and not to allow considering the human’s behavior as a set of conditioned reflexes (even the complex ones), researchers decided to use the concept of “consciousness” as the highest development degree of the psychics. As a result, it was considered that animals’ behavior is based on mechanisms of conditioned reflex while people’s behavior is being regulated by mechanisms of their consciousness. However, the question what are those mechanisms and how being the property of the brain, they are being realized in nervous system, remained without the answer. Moreover addressing the first Russian conference on Psychology of consciousness that was held in Samara in summer 2007 and the congress of Russian Society of psychologists recently conducted in Rostov-na-Donu, one of the leading specialists in the consciousness field V.M. Allahverdov pointed that we still do not know neither what is the psychics nor what is the consciousness.

Certainly, V.M. Allahverdov a little bit exaggerates while pointing this. Nevertheless, something we know it about both consciousness, and psychics. A view on the psyche as a specific property of the organism that appears at a later stage of evolutionary development of all living beings is almost commonly accepted. Moreover, it is accepted, that not the whole organism possesses this property, but its specific part called brain. As N.I. Chuprikova (2004) marks, “nowadays nobody doubts that psychics of animals and people are a function of the brain. However the question is how to express the nature of this function in language of the working brain and how consistently to associate this function with what is being described in psychology language as sensation, perception, memory, feeling, thinking and etc.” (p. 104).



Pointing how this problem can be solved, N.I. Chuprikova writes, "... the concept of "psychics" must be defined as a system of specific processes of the brain activity which execute the reflector function and regulate behavior." (p. 111). Moreover, she suggests designating these particular processes as the "psychics." "If the brain activity is a reflection of the reality and regulation of the behavior and activity hence this is the psychics." (p. 111).

In connection with this, it is opportunely to consider an extract from the V.M. Allahverdov's work (2003) that shows in what deplorable state our psychological science is in attempts to define the concept of "psychics." Developing a new science called "Psychologics" as an alternative to the traditional Psychology, V.M. Allahverdov writes that "... almost all theoretically different psychological schools suppose that the psychics... is intended for reflection of reality and regulation of activity... It seems to be logical: if the psychics and the consciousness do not regulate the activity, they are likely unnecessary, if they do but do not reflect a reality their existence is absurd. But may be exactly this habitual banality is not right? Psychologics does not accept such an ordinary view, and supposes that the organism is realizing both the regulation and the reflection automatically and the psychics is unnecessary in this case." (p. 5).

Not only that psychologists cannot be defined till now with concept of "psychics" so presence of the psychical form of reflection and the psychical form of regulation of behavior is still put on doubt in general. It is possible, of course, "to go another way" in Psychology also, "having destroyed all until the basis, and then ...". Whether but it is necessary to do it?

At the same time, the definition of psychics as a refractory and regulatory activity of the brain suggested by I.N. Chuprikova has to be sufficiently corrected. First of all, that is because reality reflection and behavior regulation are not the activities of the brain, but its functions discovering what the brain is for. But don't elementary organisms without brain and well-developed nervous system have these functions? Regulation of the activity of any living being even in case of irritability manifestation is always realized based on reflection of specific properties of an affecting external stimulus. Before reacting in a specific manner, the organism has to get some knowledge on the stimulus properties e.g. its modality, intensity, spatial orientation. Without these knowledge, the organism will not be able to react adequately.

Therefore, defining the psychics as a general ability of the organism to reflect reality and regulate behavior, we virtually attribute the psychics to any organism (even those not possessing the brain). In connection with this, it would be more correct to consider the psychics as a property of the brain that provides a *specific* form of reflection, and correspondingly a *specific* form of behavior regulation, the form that is impossible without the brain. In this case, the question of the psychics is transformed into the following: what specific brain function is this, which provides a specific reflection and a specific form of behavior regulation?

From the point of view of natural sciences, in particular physiology, it is undoubted that definite material processes realized in the nervous system underlie any motor



act of both people and animals. Purely physiological, i.e. material processes determine muscle contraction and movement appearance in the organism. In this case, V.M. Alakhverdov is absolutely right. Of course, the motor activity is impossible without the physiological processes of innervations of separate muscle groups. But why is it necessary to deprive the psychics of the function of reflection and behavior regulation?

The question how the regulation of the motor activity of the organism refers to the psychics and the psychical processes, and, what is important, impossibility to solve the problem of the ratio of "brain and psychics" result from the fact that originally the psychics has been considered as non-material, and not reducible to physiological processes. That is why the following problem arises: "How can the psychics being non-physiological and correspondingly non-material affect the physical, i.e. the material and regulate motor activity?" As an alternative variant of the psychics definition it is usually suggested to consider the psychics and psychical processes as physiological formations but more complex ones. As the analysis shows, both variants occur to be dead-end. In the first case psychics is specific formation separated from the brain and in the second case the psychics stops being something specific, and, acquiring a physiological status, virtually deprives Psychology of its own object and subject of investigation.

At the same time, there is one more definition of psychics that is mentioned in the literature and commonly used but hardly being developed at present. It is a definition of the psychics as a specific property of the brain and its neurophysiologic processes. According to this approach, the psychics is not reduced to physiological processes even the complex ones; however it can not be considered apart from them, as it is their specific property. But what type of property is this? This is the question that we need to answer.

The above-mentioned mechanism of motor activity regulation on the basis of physiological processes taking place in the organism in response to an external influence can be presented as follows:

$$S \ V \ R \tag{1}$$

According to this scheme an external stimulus  $S$  leads to change in the certain physiological processes  $V$ , which in their turn cause the certain motor reaction  $R$ .

Supposing the change in the physiological processes  $V$  resulting from the stimulus  $S$  is a physiological form of knowledge  $S'_V$  about the stimulus  $S$  and considering that the motor reaction  $R$  is built on the basis of this knowledge, the above-presented ratio can be transformed into the following:

$$S \ V \ S'_V \ R \tag{2}$$

Introducing a definition of psychical reflection as a subjective image of reality or as a specific knowledge of the reality  $S'_\Psi$ , resulting from specific psychical processes  $\Psi$ , the following ratio can be presented for the psychical form of behavior regulation:

$$S \ \Psi \ S'_\Psi \ R \tag{3}$$

In scheme 2 and 3 we can observe that in the first case the knowledge of the stimulus  $S$  is connected with physiological processes  $V$ , and in another case it is con-



nected with the psychical processes  $\Psi$ . Therefore, providing there is the same stimulus  $S$  and the same reaction  $R$  in both cases, can we assume that the knowledge of the stimulus in a form of the physiological processes  $S'_V$ , and in a form of psychic processes  $S'_\Psi$  are similar?

On the one hand, if the physiological and psychical processes are different, even specific, the results obtained must be different too. On the other hand, if  $S'_V$  and  $S'_\Psi$  are the knowledge of the same stimulus  $S$ , and the same behavior  $R$  is built on this knowledge, why must they be different? But if they are not different, what for do we have to introduce a definition of psychics? Or is their difference not in their structure but in their functioning and do they play different roles in behavior building?

Let us consider some possible ways of the problem solution.

First, we should accept the fact that the stimulus  $S$  can directly affect just a certain receptor systems of an organism resulting in the appearance of a certain physiological (neurophysiologic) processes that can be marked as  $R_e$ . If we accepted the possibility of direct influence  $S$  on the psychics or psychical processes  $\Psi$ , excluding the receptor systems of the organism, we would admit the substantiality of psychics and therefore turned back to the first pre-scientific views on the psychics and psyche.

Taking into account the presence of the receptor processes  $R_e$ , scheme (2) must be presented as follows:

$$S \quad R_e \quad V \quad S'_V \quad R \quad (4)$$

But there is a problem connected with scheme (3). Undoubtedly, as an initial stage for the obtaining of the knowledge  $S'_\Psi$ , ratio  $S \Rightarrow R_e$  must be presented. Then however, different variants are possible.

### 1. "Linear determinism"

In this case the psychical form the knowledge  $S'_\Psi$  is presented as a result of the consistent transformation of neurophysiologic form of the knowledge  $S'_V$ , i.e.  $S'_\Psi$  can be characterized here as a specific "neurophysiologic product":

$$S \quad R_e \quad V \quad S'_V \quad S'_\Psi \quad (5)$$

The question, how "neurophysiologic processes" generate "psychical processes" and how they are connected with each other, makes up the so-called "psychophysical problem". The attempts to solve this problem by means of "linear determinism" have always led the researchers to neurophysiologic reductionism, i.e. reducing of the psychical processes to the neurophysiologic processes. They as the complex forms of the neurophysiologic processes considered the psychical processes. For example, I.P. Pavlov (1996) denied the usage of the concepts of "psychics" and "psychical process" and wanted to replace them by the concept of "forms of higher nervous activity". Supposing that the psychical phenomena differ from the physiological phenomena according in their degree of complexity, he says, "It does not matter how they are called: psychical or complex nervous phenomena", in contrast to the simply physiological ones..." (p.346).


According to the theory of "linear determinism", in particular, the theory of I.P. Pavlov, one can say that the simple physiological processes and the appropriate psychi-



ological forms of the knowledge  $S'_v$  take part in simple behavioral form regulations, but as for the complex forms, they are regulated by more complex physiological processes which are called "psychical processes".

Graphically the processes of behavior regulation based on physiological ( $S'_v$ ) and psychical ( $S'_\psi$ ) forms of the knowledge in terms of the "linear determinism" (or "neurophysiologic reductionism") can be presented in the following way:

$$S \Rightarrow R_e \Rightarrow V \Rightarrow S'_v \Rightarrow S'_\psi \Leftrightarrow R_{ca}. \quad (6)$$



The main problem stated in this theory is a problem of connection between different forms of physiological knowledge  $S'_v$  and  $S'_\psi$  according to their complexity degree: what complexity degree must the physiological form of the knowledge have to be attributed to "the psychic processes"? Then, talking about the complexity of behavioral forms, the question can be put in a different way: how complex must the behavioral form be to assume that its regulation is based not on the simple physiological forms of the knowledge  $S'_v$ , but on the complex or "psychical" forms  $S'_\psi$ ?

Answers to these questions are suggested in the works of N.I. Chuprikova (2004, 2005), I.P. Pavlov (1996), V.M. Bekhterev (1991), A.N. Leontiev (1984). The basic criterion, according to which behavior can be referred to 'the psychical processes', from Pavlov's standpoint for example, is that the conditioned reflex or more complex combined one are presented in the behavior. V.M. Bekhterev's position lies in the fact that the psychical forms of behavior are those that built on the basis of individual past experience. A.N. Leontiev considered the psychical to be sensitivity, i. e. the ability of the organism to react in response to abiotic stimuli that are carrying out a "signal" function. From Chuprikova's standpoint, any reactions of the organism, which were adequate to the parameters of causing them stimuli, could be considered as psychical. "Both logics and an actual situation require to consider the reflective brain activity regulating the behavior as a psychical activity, the psychics itself. We are not trying to reduce the psychics to the brain activity or to "deduce" it from this activity. We are talking about the fact that the two different concepts have been observed for a long time, two different realities, whereas in fact one reality exists." (Chuprikova, 2005, p. 362).

B.F. Lomov's (1984) statement can be taken as an example that criticizes the theory of 'linear determinism' of the psychical processes. "... it is incorrect to consider that a psychical reflection follows a physiological process, i.e. the former is the result of the latter. The psychical appears and is develops not at the end of neurophysiologic processes but during their development. Every part of the neurophysiologic process is also a part of the psychical process. One is impossible without the other." (p. 156).

## 2. "Psychophysical parallelism"

According to "psychological parallelism", psychical and neurophysiologic processes are two different parallel processes that are connected with each other in a certain way. Graphically it can be presented as follows:



$$S \Rightarrow R_e \Rightarrow \begin{cases} \Psi \Rightarrow S'_{\Psi} \Rightarrow R_{ct.} \\ \Downarrow \\ V \Rightarrow S'_{V'} \Rightarrow R_{np.} \end{cases} \quad (7)$$

This scheme for example presents the Bekhterev's point of view who accepted the fact that the psychical processes are independent, but at the same time, they are closely connected with the nervous processes. He wrote, "everywhere the psychical phenomena are closely connected with material processes which take part in a certain regions of the brain... There is no psychical process that could be purely subjective or spiritual in the philosophical sense and was not accompanied by a certain material processes... At present we may and must talk not about spiritual or psychical processes, but about the nervous-psychical processes and everywhere where we deal with psychics, it is necessary to mean actually nervous-psychical processes, or in other words - neuropsychics" (Bekhterev, 1991, p.15). The necessity of considering the psychical and physiological processes in their unity as different sides of the same coin was pointed by L.S.Vigotskiy (1982). In order to indicate this unity, he suggested using the term "psychological".

The weakest place in the given scheme and in corresponding representations about mechanisms of formation of the psychical form of knowledge  $S_{\square}$  is the process of transformation of the receptor processes  $R_e$  into the psychical ones  $\Psi$ . As receptor processes are originally physiological, the same "psychophysiological problem" occurs - how the physiological causes the psychical, and what makes them different. Partly this problem is solved by V.M. Bekhterev (1991). By introducing the concept of 'neuropsychics', he states that the psychics can not exist apart from the material processes occurring at the nervous system of the organism. He considers the psychics as a specific property of the brain and the nervous processes, not reducing the psychical processes to physiological.

In fact, I.M. Sechenov (1942) offered this idea earlier in his work "Reflexes of the Brain". The significance of the I.M. Sechenov's theory along with its further development in V.M. Bekhterev's and I.P. Pavlov's works is that the psychics is considered not as an independent substance, but as a property of the brain. It is the brain and the nervous system that have been accepted as a material basis of the psychics and its material substance.

If we take the property of the brain connected with the psyche as  $V_{\Psi}$ , ratio (7) can be presented as follows:

$$S \Rightarrow R_e \Rightarrow \begin{cases} V_{\Psi} \Rightarrow S'_{\Psi} \Rightarrow R_{ct.} \\ \Downarrow \\ V' \Rightarrow S'_{V'} \Rightarrow R_{np.} \end{cases} \quad (8)$$

It is obvious, that ratio (8) corresponds not only to the definition of B.M. Bekhterev, but to the I.P. Pavlov's and N.I. Churikova's ideas of the psychical processes.

A view on the psychical process not in opposition physiological one but as its specific property, allows us to keep specificity of "psychical" and moving away from the traditional Cartesian dualism consider the present problem from the point of view of



natural sciences. In this case, we should ask which specific properties physiological processes must possess to be considered as “psychical”.

For the first time, a solution of the problem was offered in our work (Kornienko, 2000), and in more detail in the works (Kornienko, 2005a, 2005b, 2006). We took the following definition of the psychics as a basis. *Psychics is the property of the brain which makes it possible to acquire knowledge of the nearest future of the objects and phenomena of the reality.* For psychologists with a humanitarian warehouse of thinking the following definition of the psychics may be suggested. *Psychics is the subjective reflection or the subjective image of the nearest future of objective reality.* The difference of the suggested definition from those given in traditional psychological literature is in considering not subjective image of objective reality simply, but subjective image of the nearest future of this reality.

It would be desirable to notice at once, that P.K. Anokhin (1978) suggested the thought of the psychics as a process connected with the anticipatory reflection. However, as we mentioned it before (Kornienko, 2000), he virtually talked not about acquisition of the knowledge of future events, which the organism did not experience in the past (for what a well-developed nervous system is needed). He talked about preparation of the anticipating reactions on the events that organism experienced before and the knowledge about which already was available in his memory. While analyzing biochemical processes occurring to elementary organisms, P.K. Anokhin virtually considered not the mechanisms of the anticipatory reflection but the same mechanisms of “reviving of the past experience” as suggested by V.M. Bekhterev. Thus, if according to the theory of Bekhterev elementary organisms possess biopsychics, according to the theory of P.K. Anokhin elementary organisms have also acquired the indicators of the psychics, but in a form of the anticipatory reflection ability.

To explain our definition of the psychics and discover its biological value, let us consider problems of organism in generating the forms of motor activity, which must be adequate to changing life conditions on condition that this organism does not have the psychics.

In case of non-psychical (physiological) forms of cognitive activity, the reflection of the properties of the external influence in sensory system of the organism follow after the influence, and may be presented by ratio (4). As a result, a subjective reflection of the influence (or the knowledge about the influence) appears in a form of the sensory process  $S_{V'}$ , which can be sufficiently adequate, however this is a reflection of the past influence. The changes occur in the sensory processes in a small degree but later with regard to the changes in the external reality. The changes in motor processes taking place in the motor system to provide the reaction of the organism on the external influence are generated all the more later.

Let us watch a situation  $C_j$ , in which a behavioral or a motor reaction of the organism must be occurred is appeared at the moment  $t_j$ . Let's also consider that by the time  $t_j$ , the organism has already acquired an adequate knowledge of the situation  $C_j$ , in a form of the image ( $C_j'$ ). It is obvious that the application of this knowledge

in realization of motor reaction proposes a certain inner regulatory processes in the organism. It is obvious also, that on activation and realization of these processes it is required a certain time  $\Delta t$ . This means that the reaction of the organism on the situation  $C_1$  based on the knowledge  $(C_1)'$  will be realized at the moment  $t_2 = t_1 + \Delta t$ . However by this moment the initial situation  $C_1$  can be significantly changed and the organism can find itself in another situation  $C_2$  in which his reaction will be inadequate (see Figure 1), and it is fraught for an organism with serious consequences.

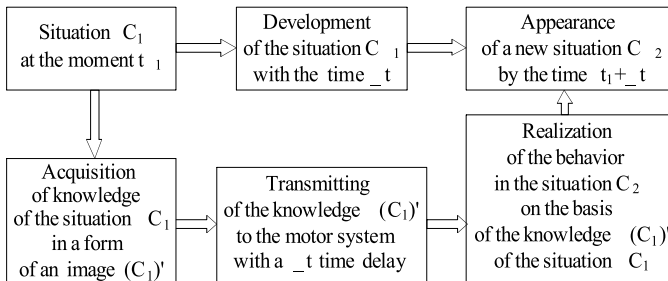


Figure 1. Mechanism of appearance inadequate behavior in a changing situation in the absence of the psychical form of the behavior regulation.

The organism will be able to react in an adequate way in a changing situation under one condition. Being in the situation  $C_1$ , it must built its behavior not on the basis of the knowledge  $(C_1)'$  of the present, but on the basis of the knowledge  $(C_2)'$  of the nearest future of this present which should come through  $\Delta t$  amount of time (the value of  $\Delta t$  depends on the speed of the inner regulatory processes in the organism).

According to our definition, the psychical form of cognitive activity, in contrast to the non-psychical one, is characterized by the presence nervous processes in the nervous system that correspond with the knowledge not of 'the present' of external influence but its 'nearest future' which are expected to be through  $\Delta t$  amount of time.

In order to acquire the knowledge of the influence nature in the nearest future, the nervous processes in the nervous system must realize the following function (Kornienko, 2005b):

$$\tilde{N}'_{n, future} = \tilde{N}'_{present} + (\tilde{N}'_{present} - \tilde{N}'_{n, past}) \quad (9)$$

where  $\tilde{N}'_{present}$ ,  $\tilde{N}'_{n, future}$ ,  $\tilde{N}'_{n, past}$  - the knowledge of the situation  $C$  in the present, nearest future and nearest past.

Neurophysiologic mechanisms of realization of the function (9) characterizing property of nervous processes which by definition is called as the psychics, for the elementary case corresponding to sensation, are considered in our works (Kornienko, 2005a, 2005b, 2006).





A scheme describing the mechanism of knowledge acquisition of the nearest future situation  $C(t_2)$  on the basis of the knowledge of the present  $C(t_1)$  and its the nearest past  $C(t_0)$  can be found below in Figure 2:

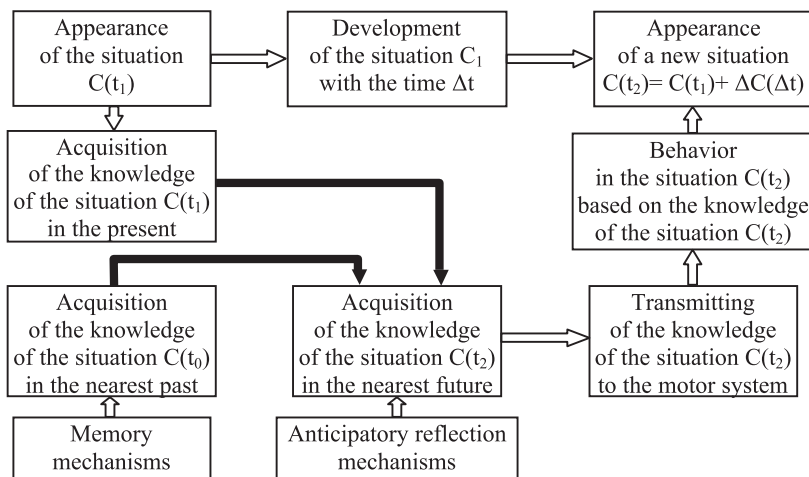


Figure 2. The mechanism of knowledge acquisition of the nearest future and formation of adequate behavior of an organism in a changing situation.

The definition of the psychics as a property of the brain to provide acquisition of the knowledge of the nearest future of the objective reality and mechanisms of the realization of this property allow us to present the ratio of “the physiological” and “the psychical” in the following scheme:

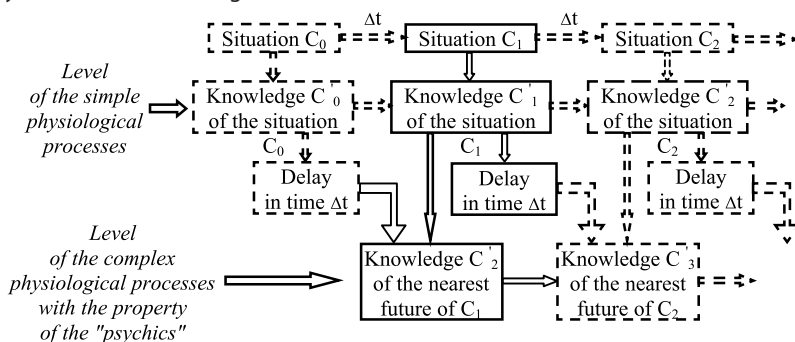


Figure 3. The ratio of the simple and the complex physiological processes taking place in a brain at realization of the mechanism of the psychical (anticipatory) reflection of reality.



Physiological processes at the simple level (see Figure 3) provide the reflection of “the present”. Complex physiological processes can provide the anticipatory reflection, i.e. the reflection of the nearest future of the objective reality. However, in both cases these processes are the physiological ones. The psychics is not the complex physiological process but its property and ability to provide anticipatory reflection of the objective reality.

At the analysis of the presented scheme, it is necessary to mean, that nor complex physiological processes nor their results are not psychical. The last according to D.I. Dubrovsky (1990), for example, can be associated with concept “information”. What complex physiological processes would not be, they remain physiological. The recognition of opposite assumption would be manifestation of classic psychophysiological reductionism. Another matter is a property of these processes. If the physiological processes taking part in the brain provide acquisition of the knowledge of the nearest future, they possess a property, which by the definition is called “psychical” or the “psychics”. Thus, the psychics is not the knowledge of the nearest future of the reality that are obtained in the result of complex physiological processes, but the property and the ability of these processes to acquire such knowledge.

It is obvious, that a simple physiological process and the physiological process with psychics are two parallel processes, which take place on their own levels and at the same time are closely connected with each other. The nature of the complex physiological processes that possess the property named psychics, directly depends on the state of the brain and numerous physiological processes in the brain and body that not only connected with the acquisition of the knowledge of objective reality but also provide the work of other survival systems of organism. Any disturbance and changes in realization of brain physiological processes are sure to cause the changes of the anticipatory reflection ability or the function of the brain called the “psychics”. Any changes in the psychics are nothing else but the changes in the realization of the complex physiological processes and due to this reason, they are able to affect other material physiological processes of the organism.

The suggested definition of the psychics as a property of the brain, which makes it possible to acquire the knowledge of the nearest future of the objects and phenomena of the reality, resolves the contradicting points of the psychophysiological problem. Furthermore, it gives the answer to the questions of the biological value of occurrence of the psychics in evolutionary development of organisms and of the mechanisms of the interaction between “the physiological” and “the psychical”, taking into account a specificity of the latter.

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## Professional Dispositions as a component of personal formation

*Different theoretical approaches to "disposition" are represented in this article. The particularities of the dispositions as the sense disposition in the theory of sense are described here. The structure, role and particularities of the professional disposition as a form of a sense disposition are shown in this article. Notice that professional dispositions influence the arrangement of a professional strategy through sense directions.*

**Key words:** *the theory of sense, a fixed attitude, an attitude, a relation, a sense sphere, a sense – formation, a sense disposition, a professional disposition, a sense attitude.*

The interest in sense problems remains continual in home and western psychology. The rise of interest in the given problem in western psychology is connected with psychoanalysis (Z. Freud, A. Adler, and K.G. Jung). In the middle of the previous century the given problem was elaborated in two directions, differing in their notion of the role and function of a sense in an individual's activity: 1) as the highest integral basis of an individual (V. Franckle, J. Royse, A. Powel, Ph. Phoenix) and 2) as a structural element of conscience and activity (J. Neuttan, R. May, J. Kelly).

In home psychology several stages of the elaboration of the given problem can also be singled out: 1) the introduction of the concept "sense" and its elaboration as a basic category of psychology (L.S. Vigotsky, A.N. Leontiev, A.R. Luria); 2) its differentiation and the appearance of new notions, describing sense reality (A.G. Asmolov, B.S. Bratus, V.K. Willunas, E.E. Nasinovskaya, V.V. Stolin, E.V. Subbotinsky, O.K. Tikhomirov); 3) the integration of all the notions and the appearance of classifications of sense formations (A.G. Asmolov, B.S. Bratus, Ph. E. Vasiluk, B.V. Zeigarnik, V.A. Ivannikov, and E.E. Nasinovskaya). A number of authors (such as I. V. Abakumova, M.Kh. Mashekuasheva) hold the opinion that from the middle of 1990s onwards the fourth stage of the development of the theory of sense has begun, which is characterized by the integration of knowledge, accumulated in the field of psychology of sense and by the appearance of fundamental works, representing a precise structure of the conception of theory of sense (D.A. Leontiev, I. V. Abakumova).

Despite the dynamic character of the development of the theory of sense, a number of the most important aspects of sense and sense formation still remain not enough elaborated. The dynamics of the investigation of an individual's sense reality on the whole can be represented as a movement from the investigation of immediate individual structures, changeable and incorporated into real activities (an individual's senses) towards the investigation of the most steady formations, concluding all the life and activity of an individual (the sense of life, values, the sense of life conception). Moreover one can speak about the broad enough investigation of such structures as a motive, a value, and sense of life, an individual's sense and about the insufficient



investigation of the intermediate section in the form of latent structures to which in particular sense dispositions can be referred. Though there have appeared investigations recently, devoted to individual dispositions, where they are regarded as a factor of toleration (Sukhikh, 2006) and a career growth (Jurkova, 2007), however up to now this phenomenon remains little investigated. There exist also definite terminological differences that hamper the process of the analysis of dispositions. In psychology there exist three terms of the notion "disposition" close in meaning: a fixed attitude, an attitude and the notion of "relation" in the theory of relations created by V.N. Miasishev.

V.N. Miasishev [12] characterizes a relation as the one based on an individual's experience, as a selective and a realized connection of a person with the object significant for him, as a potential of the psychical reaction of an individual in connection with some object, process or fact of reality. According to V.N. Miasishev, relations appear from the individual and public experience and are established as "relations with the surrounding public reality full of content" [8, p.15]. In other words, the author regards relations as an objectively, really existing connection between an individual and the objects of reality and at the same time as a subjective reality which belongs to the subject and is reflected in his conscience.

V.N. Miasishev [13] employs the notions of a relation, psychological and subjective. At one place he indicates directly that "relations connect a person not so much with external sides of things but with their essence and sense" [14, p. 143], in such a way indicating the sense nature of relations, which a number of authors agree with (Kokurina, 1990; Leontiev, 2003; Petrov, 2001).

As distinguished from a psychical one, a psychological relation is characterized by consciousness, arbitrariness, integrity, individualization, and it is connected with an individual's sense and is specified in interests, evaluations, realized motives. A subjective relation is regarded in the context of interpersonal relations, where it "distinctly manifests itself in the reactions and actions disclosing their objectivity and an individual – psychological relation becomes social – psychological" [13, p. 48]. It is necessary to note that in other investigations an individual's subjective relation is designated as a broad class of phenomena (such as a value system, interests and likes and others), connected with the requirement – motive field, as a subjective position of an individual in the world, being reflecting as a matter of fact and kin to the notions of "a directive, an individual's sense, attitude" [10].

Summarizing the ideas of the structure of relations (V.N. Miasishev, 1995; Bodalev, 1994; Sargveladze, 1989; Iljin, 2001) one can speak about it as about a three – component formation in which the following is singled out: 1) a connotative component, expressed in motives and directions resulted from them; 2) cognitive which contains the subject's knowledge of an object; 3) emotional – evaluative which displays emotional experiences and evaluations of the subject towards an object.

The second notion close in meaning with the notion of "disposition" is the notion of a "fixed attitude" elaborated in the theory of attitude by D.N. Uznadze and his followers Sh. S. Prangishvili, Sh. N. Chkhartishvili and others.



Within the framework of the theory of attitude D.N. Uznadze singles out two kinds of attitudes: primary and fixed. In accordance with the opinion of D.N. Uznadze, the primary attitude appears and disappears after the act of behaviour corresponding to it is fulfilled. However, "the attitude once formed does not disappear, it remains by the subject as a willingness to the recurring actualization in case of the recurrence of appropriate conditions" [3, p. 13]. Sh. N. Chkhartishvili points to the fact that a fixed attitude is "a state of chronic order which may remain intact in an inactivated condition, inactively, during days, weeks and months, sometimes till the very death" [3, p. 14 – 15]. It is the primary attitude which implements the function of the control of the actual activity and the fixed attitude exists latently, without having the direct yield to some kind of a conduct (Chkhartishvili, 1971; Prangishvili, 1975). The manifestation of a fixed attitude is judged by those distortions which it introduces into the process of conduct. These mistakes and distortions signify the fact that in a number of cases the fixed attitude may acquire a relative self – sufficiency and independence from the task set before the subject. In such a way, the fixed attitude represents the willingness of a person to the multiple recurrence of a certain way of actions in the conditions in which it has appeared because "it is that section of the objective reality that is reflected and preserved in it on the basis of which it itself has been created and fixed" [3, p. 26 – 27].

The arising question about the correlation of the notions of "relation" and "attitude" was solved by different authors in a different way. In some conceptions attitudes and relations are regarded as various structures (Norakidze, 1979; Nadirashvili, 1970; Leontiev, 2003).

The investigation of social attitudes has a long – term history, mainly in the American social psychology (G.Allport, M. Smith, K. Hovland and others).

According to P.N. Shihirev, "attitude" is a notion used in sociology and social psychology for the designation of a steady predisposition, a willingness of an individual or a group to the action oriented to a socially significant object. Under an attitude one can understand the psychological experience by an individual of the value, meaning and sense of a social object, the state of an individual's conscience of a relatively certain value.

In sociology the notion of an attitude was first used by W. Thomas and F. Znanekzy [20] for the designation of an individual's orientations as a member of a group with regards to the values of this group. For them an attitude is the subjective orientations of an individual as a member of a group, community or society towards this or that values which prescribe precise socially accepted ways of conduct. This is the willingness of a person to act in a certain way in certain situations conditioned by the orientations in the system of values.

G. Allport gives a wide interpretation of an attitude, regarding it as "the nervous – psychic willingness conditioned by previous experience having a guiding or dynamic influence on an individual's reactions to all the objects and situations which he is connected with" [2, p. 810]. Within the framework of his theory of individual characteristic features he, in such a way, considers a personal disposition which lets him study a



person, his unique individuality. Features and personal dispositions really coexist in a person; they are not directly observed and must be deduced from a conduct.

In an encyclopedic entry attitudes are defined somewhat narrower as “a predisposition to classify groups of objects and phenomena and respond to them in a certain correspondence to their evaluation” [11, p. 360]. L. Katz and E. Stotland exclude the tendency to reaction from the definition of an attitude, defining it as a tendency or “a predisposition of an individual to evaluate an object or its symbol in a certain way” [6, p. 428].

Within the framework of social – psychological investigations the traditional conception of a three – component structure of an attitude has been established: 1) an affective component (it is connected with the emotional evaluation of an object); 2) a cognitive component (it expresses the realization by a person of the object of an attitude); 3) behavioural component (it contains real actions directed to the object). However, among the researchers till now there continue disputes concerning the fact which of the named components plays a deciding role and which of them is the efficient object of measuring.

The reinterpretation of the results assembled in this tradition has become the conception of the dispositional regulation of the social behaviour of an individual elaborated by V.A. Jadov [15]. The dispositional conception characterizes the behaviour of an individual depending on the state his willingness to a certain way of an action. V.A. Jadov regards an individual's dispositions as “predispositions to perceive and to evaluate the conditions of an activity fixed in his social experience and also to operate in theses conditions in a certain way” [15, p. 3]. The author regards an individual's dispositions as a hierarchically organized system the apex of which is the general reference of interests and a system of values as a product of impacts of general social conditions, the medium level of which is constituted by a system of generalized attitudes to various social objects and the lower level of which is formed by situational attitudes as willingness to evaluation and operation in the specific conditions of an activity. This also allows looking at the content of dispositions widely enough.

The understanding of attitudes as fixed in the social experience of predispositions, that is the understanding of an attitude as a specific particular case of fixed attitudes is enough spread (Nadirashvili, 1974; Prangishvili, 1975; Sargveladze, 1981 and others).

From the conducted analysis of notions one can see that a disposition is interpreted widely enough beginning from its identification with an attitude and the attribution to them of the system of values, the locus – control, the basic ideas of a person's nature [17, 5], with a fixed attitude [7], up to the erosion of differences between a disposition and an attitude to a purely temporal factor [18, p. 45]. However, the given differences concern the manifestation of a disposition in various contexts; with respect to the content of theses notions one can single out a number of similar moments which consist, on the one hand, in the unity of structural components singled out in them (connotative, cognitive and affective); on the other hand, - in the similarity of the definition through the predisposition fixed in the experience, a fixed willingness. The given similarity will consequently let us confine to one notion, the notion of a sense disposition.



In philosophy there exists the notion of “dispositive”, also close in its essence to the notion of “disposition”. A “dispositive” (dispositif (Fr.) – an order, an arrangement as a “disposition”, and also an organization, a mechanism) is a term offered by M. Phucko, “which fix the system of strategic landmarks of purposefulness, implicitly given by the complex “power - knowledge” characteristic for this or that society and acting as a matrix of conformation of practices cultivated by this society” [19, p. 332]. M. Phucko regards the dispositive as an implicit invariant of typical strategies of implementation of this or that practice, focusing the attention on its strategic function. This function of a dispositive, disclosed by M. Phucko, entirely correlates with a disposition, what becomes known, when applied to the notion of the structure of a sense sphere by D.A. Leontiev.

The notions of a sense disposition display the self - sufficiency of the given factor within the framework of the theory of sense and sense – formation. Analyzing sense structures D.A. Leontiev [9] deduces the basic structural – functional constituents of the sense sphere of a person and describes their interaction. According to the ideas of the regarded author, the sense sphere of a person consists of three levels of sense structures which are connected by functional ties and are realized in the process of sense – formation.

The first level is constituted by an individual's senses and attitudes having direct regulatory influences on the structures of an activity and the image of the world. The second level is constituted by motives, sense constructs and sense dispositions. These structures are responsible for sense – formation and take part in regulatory processes indirectly through the structures of the first level generated by them. The third level is constituted by higher senses to which an individual's values are referred.

Within the framework of the integral pattern of sense – formation, proposed by I.V. Abakumova [1], sense constructs, sense dispositions also belong to the area of potential sense – forming structures.

D.A. Leontiev speaks about a sense disposition in the context of an individual's aptitude for the preservation of traces of sense experience in the form of the fixed latent inactivated stable relation of the subject to objects and phenomena of reality, invariantly significant in various contexts of an individual's life and activity and manifesting themselves in specific effects of a sense regulation of an activity. The author offers to single out two sides in it – content and dynamic – in such a way indicating its double nature: as a phenomenon rich in content, phenomenological and as a phenomenon of a fixed nature that is their predispositions.

D.A. Leontiev believes that a relation represents a phenomenological side of sense dispositions. These relations can be of different degrees of generalization – from the relation to single objects to the relation to the whole classes of objects, while relations can be differentiated within these classes, the relations to the whole may differ from the relations to its parts. “By every new clash in the practical activity with significant objects and phenomena the relation of the subject already existing to them enriches, supplements and differentiates at the expense of the disclosure of new sense ties, what in its turn may lead to either to strengthening or vice versa to shattering of the





initial relation" [9, p. 209]. By this their difference of sense structures of the higher level (values) are underlined, the values which are rooted the structure of an individual and the shift of which is a turning point in life and activity. One can judge about the presence of steady relations through certain invariant characteristic features of the behaviour of the subject in relation to one and the same objects in different contexts of activity. Together with this D.A. Leontiev notes that sense dispositions do not have a direct outlet into activity. Sense dispositions in a specific situation are actualized through the generation of an individual's senses and attitudes of actual activity, "which tend to bring the direction of activity on the whole or its separate episodes into correspondence with stable extra situational dispositions" [ibidem, p. 209].

Speaking about the outcome of the content of sense dispositions into activity and a person's behaviour it is necessary to turn to their dynamic side that is to fixed attitudes. As D.A. Leontiev notes in the context of the theory of sense, "the indication of the sociality of an attitude presents itself superfluous ... an individual's structures in which the sense experience of the subject is fixed have in principle one and the same composition irrespective of the fact whether they regulate the sphere of social behaviour or other spheres of activity" [9, p. 208]. D.A. Leontiev proposes to regard an attitude as a private case of a sense disposition (which the authors of the given work agree with). In the internal structure of a sense disposition as a phenomenon of a directive nature three components can be singled out: 1) an objective constituent that is the reflection of an object to which the subject steadily refers; 2) a sense constituent, that is the reflection of a specific sense in the given object; 3) a behavioural component.

D.A. Leontiev following M. Fishbein and I. Ajzen [4] proposes not to ascribe a behavioural component to the structure of the very disposition as no specific actions can be deduced from a sense disposition. They are formed, as D.A. Leontiev notes, on the basis of an actual attitude, which is formed in its turn on the basis of the disposition under the influence of the situation and taking into account the direction of an activity, set by the motive. In connection with it the author offers to single out two components in a sense disposition - objective and sense.

As it was noted above, an individual's senses and attitudes are also derivatives from sense dispositions. According to D.A. Leontiev [9], the relation between a disposition and a motive of activity is reduced to two types: 1) the motive acts as a determinant of an actualization of relevant sense dispositions in the activity through the sense component of a disposition; 2) the actualization of sense dispositions through their objective component, when sense formation appears to be in no way connected with the context of actual activity. The author says that not the motives act as a source of sense in the second case but significant objects the relation to which is rooted in the structure of an individual in the form of a fixed sense disposition. In connection with it incoherence between dispositional (on the basis of an objective component) and motivational sense formation (on the basis of a sense component) may appear. This happens when a person in the course of his activity clashes with the object which has a steady sense for him, fixed in a disposition. "As the sense disposition actualized



in this case is not connected with the system of a sense regulation of the given activity, it can be the source of an individual's senses and sense attitudes which do not coincide in their regulative reference with an individual's sense and sense attitudes determined by an actual motive" [ibidem, p. 211 – 212].

The incoherence of dispositions and the motive of an activity depend on their "sense charge" (Leontiev, 2003, p. 213). This incoherence can generate obstacles on the way to the implementation of the given activity or can lead to the formation of a completely new motive and a new activity, induced by the unwilful influence of sense dispositions on the course of an actual activity. These processes were studied by O. M. Krasnoryadtseva [8] who singled out two types of senses within the sense regulation of an activity: senses originated by the actual requirement and the actual motive and senses generating the actual need. O. M. Krasnoryadtseva [8] has managed to show empirically that extra situational individual's structures – an individual's fixed attitudes – participate actively in the regulation of an activity generating situational emotions and actual attitudes, interconnected into unified emotional – attitude complexes. By the detection of the cognate discrepancy in the material of an activity the devaluation of the sense of an actual (non - cognitive) activity, the destruction of the functioning and the formation of a new emotional – attitude complex, which determine the incentive to a new, more valuable activity, take place. Sense dispositions act as a mechanism of the shift of an activity, "their actualization is expressed in the generation of actual individual senses and sense attitudes, tending to lend the activity in which they originated a reference coherent with the reference of a sense disposition" [9, p. 212 – 213]. Here we can speak about a sense disposition in a strategic aspect, as about a sense structure which contributes indirectly through the generation of individual senses and sense attitudes to the production of a strategy of succeeding in this or that activity. Moreover it is necessary to underline just the indirectness of a connection with the aim in a disposition.

So, one can single out a number of characteristics of a sense disposition: 1) a phenomenon of a double nature, that is phenomenological and dynamic at the same time; 2) a fixed, latent, invariant, inactivated, stable relation and willingness; 3) the sense formation structure of an individual's sense sphere; 4) possesses a two – component structure; 5) has the strategic aspect of functioning contributing to the production of the strategy of the attainment of the aim.

One can say that an individual's sense dispositions with regard to a profession, a professional activity may obtain the form of professional dispositions in which we consider the singled – out characteristics of sense dispositions are inherent. Professional dispositions will have an influence on the professionally oriented educational and maybe on the future professional activity being an indirect mechanism of the arrangement of a professional strategy.

On the one hand the professional disposition comes into contact with the motive of the actual activity and comes into interaction with it; on the other hand, it possesses its own stable relation or a fixed sense which can also generate its specific intentions. The given sides in the real behaviour and activity of a person integrate itself in a



particular quality, expressed in sense attitudes which have already a direct influence on the activity actually taking its course. In view of which the strategic aspect of the functioning of a professional disposition is possible.

Emanating from this it is expedient to single out the following components within the structure of a professional disposition: a content – sense component, consisting of the fixed and stable relation to its profession and its components; a dynamic component, which is connected with the motives of an educational or professional activity, and the third component is a sense attitude as an integrator of the content – sense and dynamic components. In this context we follow D.A. Leontiev, understanding under sense attitudes a constituent of the executive mechanisms of an activity reflecting in itself the sense of life of objects, to which this activity is directed, and which reveals itself in a phenomenological way in various forms of impacts on the course of actual activity.

If the content side of a disposition correlates with the motive of the action the professional disposition fits in the general professional strategy. But some cases are possible when it can come into the incoherence with the motive of an activity. For example, a student – psychologist wants to become a successful psychologist and knows that to achieve this purpose it is necessary to gain the appropriate knowledge, to develop in him definite qualities, however in reality he has a negative attitude and prejudice towards studies as such, some subjects of the educational standard, teachers, other psychologists, clients, psychological theories, himself as a psychologist and so on, then he chooses the way to the set aim in accordance with these stable relations. In the last case objects significant to the professionally oriented educational activity contribute to the attainment of the purpose of an activity through sense attitudes, formed by a stable and latent relation. The student gains a selective attitude towards knowledge which reveals itself in the selection of those components which correspond to sense attitudes.

In connection with this there arises the problem of defining such stable relations of students – psychologists which form a kind of a sense background within which the choice of aims and means of actual activity and also their impact on the choice of aims and means of professionally oriented and further professional activity, their contribution to the arrangement of a general professional strategy are implemented (exercised). It can be achieved in particularly by investigating sense attitudes, in which the content of a professional disposition is realized.

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## General Psychology

Aksenovskaya L.N.

### Model of order technology of changing organizational culture

*The model of social-psychological technology of a change of organizational culture (the order technology) is represented. In the article it is given a description and considered principles of work of the technology, and discussed methods of diagnostics of organizational culture. It is shown in what way a system of order trainings functions as a key technological process.*

**Key words:** organizational culture, order model, order technology, diagnostics, order trainings

#### Introduction

Social-psychological aspects of organizational changes attract attention both practical men (business consultants, top-managers of business organizations) and theorists from among social psychologists and experts in the field of management and the theory of organizations. The reason of this interest is covered in exigency to solve questions of development and in transformation of business organizations in constantly varying conditions of a market competition.

The problem of organizational changes is a part of wider problem area, it is a part of the theme of the social changes declared by A. Teshfell as a key problem of development of social psychology as a whole [3]. The point of organizational changes and its social-psychological phenomenology is considered in works of a number of domestic researchers: G.M. Andreeva [3], T.J. Bazarov [4], A.V. Bulgakov [5], A.A. Grachev [6], A.L. Zhuravliov [7], S.A. Lipatov [8], etc. The special interest in the context of the problem of organizational changes represents a question concerning social-psychological technologies of organizational changes and specifically social-psychological technologies of change of organizational culture.

The purpose of the article is to present the compact description of a model of the order technology of change of organizational culture having been developed and approved by the author of the article during the last ten years.

#### **The general description of the order technology of change of organizational culture**

The order technology of change of organizational culture is an applied part of the order approach to work with organizational culture, to its research and change [1].



Being a social-psychological technology, the order technology is based on an idea of organizational culture as a complex social-psychological order of organizational-administrative interactions, being established and settling with systems of ethic senses of the participants of the interaction. The critical parameters of order technology have been assigned by social-psychological (order) model of organizational culture, which model-forming parameter was administrative interaction. Three basic stages of administrative interaction («parental», «commanding», «vicarial») have been empirically discovered and metaphorically simulated. Each of these types of models of administrative interaction initiates development of a corresponding type of organizational culture («family», «army», «church»). In its developed form the organizational culture as a social-psychological order (the order) includes all three aspects – «family», «army», «church», each of which performs its specific function and provides the viability of organizational culture. Besides these three basic aspects (suborders) of culture as a social-psychological order (the order), there have been singled out two additional ones – the syncretic suborder (it is characterized with the undifferentiated condition of all three aspects) and the synthetic suborder (it is characterized with a condition of harmonious and balanced development of three basic suborders). The singled out suborders (three basic and two additional) can be considered as stages of forming organizational culture: syncretic stage – a «family» stage – an «army» stage – a «church» stage – a synthetic stage [2].

According to the order model the technology of changing of organizational culture is built as a consecutive operation with five suborders of the psycho-socio-cultural level – syncretic, «family», «army», «church» and synthetic, generated by corresponding types of administrative interaction.

The architecture of the order technology is set with an aggregate of coordinated among themselves and in a definite way structured sequences of stages and actions which have their own purpose, but rigidly focused on achievement of the single goal of transfer of organizational-cultural system from existing into a desirable condition.

The most general algorithmized frame of changing of organizational culture is a regulative cycle including the following sequence of stages: 1) preliminary and basic diagnostics; 2) working out the plan of changing; 3) realization of the plan of changing; 4) an estimation of the received result; 5) support of the received changing.

In relation to the aforesaid sequence of actions the second sequence acts as substantial filling of the first one and actually represents social-psychological (order) technology of changing of organizational culture. It includes the following sequence of stages: 1) a syncretic stage of work with organizational culture; 2) work with the «family» suborder of organizational culture; 3) work with the «army» suborder of organizational culture; 4) work with the «church» suborder of organizational culture; 5) a synthetic stage of work with organizational culture.

The essence of changing of the organizational culture, which are carried out on the basis of the order approach, consists in consecutive workup (diagnostics, correction, forming and development) of each suborder of organizational-cultural system



and their putting into a balanced high-functional condition with the purpose of increase of controllability of an organization and increase of efficiency of its activity.

The third sequence of stages and actions is traditionally defined as systemic and supposes the following order of workup of each suborder: 1) a level of a personality of a leader; 2) a level of an administrative team; 3) a level of an average management; 4) a level of the performing personnel; 5) a level of the organization as a whole. Thus, changing is carried out «from top to down» and then is fixed by special methods during all «space» of organizational-cultural system.

The technological sequence of change of organizational culture is assigned with: a) «from top to down» movement within the framework of a suborder stage (for example, work within the framework of a «family» suborder stage passes five levels: a leader, a managerial team, an average management, a performing personnel, a level of the organization as a whole); б) movement throughout suborder stages: from a syncretic stage through «family», «army» and «church» to a synthetic stage (for example, when a workup of a «family» suborder stage is finishing, a workup of an «army» suborder stage is beginning in the «from top to down» principle, then «church» begins and the cycle finishes with a workup of a synthetic suborder stage).

The experience available at our disposal shows that terms of passing through one suborder stage can be limited to one year (12 months). It is minimally sufficient term for fastening new attitudes and models of interaction in psychology and behaviour of the personnel.

Thus, the full cycle of order changing of organizational culture takes five years (one year per each suborder stage). The result of five-year work is a formed and started mechanism of permanent self-transformation of the organization (besides the operative decision of actual problems of activity facing to it).

### **Principles of functioning of the order technology of changing of organizational culture**

The development of order technology of changing of organizational culture is carried out on the basis of a number of principles imposed both requirements of practical needs (realities of activity of the business enterprises), and requirements of theoretical (intellectual) discipline. We shall emphasize the main principles.

1. The principle of a primacy of the problem facing to the organization.

The order technology of changing of organizational culture is a way of solving problems facing to the organization. It is focused on implementation of social-psychological changes on the basis of a subject content which is actual for the organization (for example, the organization states forming a financial discipline and raising an accounting system as an actual problem. This task is taken as a subject basis of the project and is being solved in the course of its realization together with forming social-psychological characteristics of culture which are necessary for the organization).

2. The principle of a primacy of social-psychological changing of organizational culture.



The primacy of changing is settled in relation to studying, research of organizational culture. The research problem accompanies the problem of changing in the course of solving a productive problem (in the broad sense of the word) which facing the organization. At the same time the research problem is essentially significant as it is responsible for the «production» of new knowledge which is «convertible» into effective administrative decisions.

3. The principle of scientific and practical validity of social-psychological technology.

a) The order technology of changing of organizational culture is an important element and an applied part of the order concept, methodology and social-psychological model of organizational culture.

b) Elements and methods of order technology have been generated in the process of solving practical problems and have passed a selection during practical application.

4. The principle of unity of changing and diagnostics of organizational culture.

In the order technology diagnostics «is built» into the process of changing and, as a rule, is a method of changing of organizational culture. It allows: a) to save time of the organization and b) to keep focus of attention on the purpose of changing and on development of means of achievement of this purpose.

5. The principle of metaphorical modelling.

The deep psychological mechanism of changing organizational-cultural system is a creation of sense, implemented by the means of metaphor. In order to form of the single sense subsystem of organizational-cultural system the method of metaphorical modelling of significant aspects of organizational-administrative interaction is applied in the order technology.

The aggregate of the named principles interprets and in some cases specifies particular aspects of the system of methodological principles of the order approach to studying and changing of organizational culture.

### **Methods of order diagnostics of organizational culture**

Order diagnostics of organizational culture is a description of a state of various system levels and separate elements of organizational-cultural system by means of a wide class of order models.

Order diagnostics is approached as much as possible together to procedures and methods of changing of organizational culture, and in some cases it is directly identical to them and it itself is a method of changing of organizational culture in process of its application.

According to the methodological principle of radical (cognitive) pluralism in the order diagnostics: a) a wide set of methods from various approaches is used, b) known methods are modified, and v) own methods are developed.

Methods are applied selectively according to a facing problem, specificity of a situation, features of groups and separate people. The used methods of the order di-





agnostics can be classified by criterion of an attribute (formal attributes of distinction of methods and intensional attributes of distinction of methods). The classification of methods of the order diagnostics will be presented according to a formal attribute.

I. Methods: a) diagnostics; б) self-diagnostics.

II. Methods: a) individual; б) team; в) organizational.

III. Methods: a) diagnostics of the «external» order; б) diagnostics of the «internal» order; в) diagnostics of the combined aspects of «external» and «internal» orders.

IV. Methods: a) the basic; б) supporting (or subsidiary).

V. Methods: a) game methods; б) «labour» methods.

VI. Methods: a) rational-reflective; б) emotional-image-bearing.

Let's shortly comment on the given classification.

According to the first group of methods: the self-diagnostics (the self-description and a self-estimation) is a leading method of diagnostic work in order projects. During the process of training a separate person is given with models on the basis of which the customer of changing independently provides a description of the existing condition and evaluates it. The method and a skill of using it independently are the special results received during the project.

Methods of diagnostics are latent techniques of monitoring of a situation and its subjects on the part of the consultant and are not evident (or are not actual) for the customer.

According to the second group of methods, the given group reflects the classical system approach to diagnostics of organizational culture. In the order approach the following sequence of performance is usually applied: a) the description of existing condition (EC) of organizational and organizational-cultural system by the leader of the organization, б) description of the EC leader, в) description of the EC administrative team, г) description of EC organizational-cultural system.

In the third group of methods there is a difference between methods of diagnostics of «external» aspects of the organizational-cultural order (a level of the organization and its cultural suborders) and methods of diagnostics of «internal» aspects of the organizational-cultural order (a level of a person and sorting-technology of management therapy). The special place is taken with the system of matrix models, allowing to provide evaluating descriptions of combined aspects of «external» and «internal» orders.

The fourth group of methods includes methods of self-diagnostics and the diagnostic tables used by the customer and the consultant. All the other methods are considered as supporting (subsidiary) ones because they possess diagnostic potential, but they are not methods of diagnostics in the strict sense of the word.

As for the fifth group of methods, game methods are used in special conditions during time free from industrial activity. The «labour» methods of diagnostics are connected to studying professional occupation (its organizing, processes, documentations, interactions, etc.) in real, natural conditions. Thus, attention is focused on a diagnostic potential of a proper industrial activity (industrial activity is widely under-



stood as manufacture of goods, or service both in material and in non-material sense of a word).

In the sixth group of methods all methods except for the first and metaphorical ones belong to rational-reflective methods.

The other way of classification of methods of the order diagnostics can be made by the criterion of a substantial attribute:

- supervision (in game conditions or working environment);
- conversation (in a form of advisory sessions; or in a form of work with diagnostic tables).

### **Work with documents (documents' development and analysis)**

Polling

Group diagnostics (according to elements of organizational culture; according to the types of organizational culture).

Metaphorical modelling (a method of metaphorical modelling of administrative interaction; a metaphorical visual representation of existing and desirable conditions; a metaphorical complex representation of an existing condition; order trainings as a technique of «combining with a metaphor»).

Game modelling (modelling of business-processes, administrative interaction, strategic decisions, etc. It is implemented: a) indoors, b) in the nature, c) in the mixed conditions). In some cases it is compatible with metaphorical modelling, for example, order trainings).

Sorting methods: self-diagnostics with the help of a «sorting circle» (includes the modified methods of psychosynthesis, etc.), sorting games (sorting methods as varieties of the management therapy used in the order approach).

Corporate actions (conferences, presentations, holidays, sports competitions, special order actions – ceremonies, rituals, etc.).

Furthermore in the order programs various additional methods are used, which have well shown themselves in practice of social-psychological trainings for a long time, they are psychological gymnastics, cinemalogy, east single combats, etc.

The result of order diagnostics is the following.

At the level of the «external» order: a) defining the dominating suborder and its condition, b) defining a desirable condition of the dominating suborder, c) defining «a zone of the nearest suborder development» that is which order aspect is to be developed.

At the level of the «internal» order: a) defining B6 condition – elements of the «sorting circle» model; б) defining problem zones in administrative interaction (by means of sorting games). Thus, order diagnostics of organizational culture, being pluralist in its methods, nevertheless, is rigidly focused on substantial and formal parametrics of the order model of organizational culture and order understanding of organizational culture as a complex social-psychological order controlled by meaning systems of participants of the interaction.



### **System of order trainings as social-psychological technology of changing of organizational culture**

Social-psychological changing of organizational culture is put into practice most of all by means of a system of the trainings reflecting an order vision of organizational culture and a social-psychological mechanism of its forming, developing, and functioning.

Order trainings, being a version of a social-psychological training which is specialized in solving problems of changing organizational culture, can be determined with the method accepted for common defining of social-psychological training. It means that order trainings are included in the sphere of practical psychology focused on using methods of group psychological work for achievement of posed objects [9]. The quoted above part of definition of social-psychological training names this object as «development of competence in intercourse» and it correlates with order understanding of the essence of changing of organizational culture according to which the culture is generated and changes in the process of administrative interaction, i.e. interactive aspect of intercourse.

The following principles, first of all, concern to principles of designing of order trainings:

1) The principle of substantial-structural conformity of trainings of the order model of organizational culture. The system of trainings is built as a consecutive movement from a syncretic suborder through «family», «army», and «church» to a synthetic suborder of the organizational-cultural order;

2) The principle of distribution of order trainings according to the criterion of belonging to «external», or to the «internal» order. Trainings of «family» and «army» levels are concerned to the aspect of the «external» order, and trainings of «church» level are concerned to the aspect of the «internal» order;

3) The principle of movement trainings' programs from the «external» order to the «internal» order. The order technology presupposes the following sequence of trainings: the «family» suborder (the «external» order) – the «army» suborder (the «external» order) – the «church» suborder (the «internal» order). The given logic reflects the logic of development of the organizational-cultural order, the logic social-psychological «interiorisation», the logic of movement from «objective» (obvious) to «subjective» (unevident);

4) The principle «1+1». Order training is constituted on two bases: a) the basic organizational-cultural metaphor and b) the subject content which is actual for the organization. It means that specific professional (industrial) content providing increase of efficiency of activity of the organization is being developed or created by means of a certain social- psychological technology.

5) The principle of a leading part of a leader of the organization in preparation and carrying out trainings' programs.

Carrying out of training and training's program is preceded with a stage of their development / designing which is carried out by the leader (leaders) of the organiza-



tion with the methodical and methodological help of the consultant. Training is not only developed, but also carried out by the leader (leaders) of the organization that allows to bring together theoretical and practical levels of solving problems which are posed for the organization to the maximum.

The structural building of the system of order trainings as social-psychological technology of changing organizational culture reproduces a structural building of order model of organizational culture. In the latter three basic suborders are segregated: «family», «army», «church», which are stages of development of the organizational-cultural order. And there are also two additional suborders segregated: syncretic (an initial stage of forming organizational culture) and synthetic (a finishing stage of forming entire organizational culture).

To form and develop each suborder the system of trainings is built which is based on a metaphor of the corresponding order. For example, a year's program of trainings under the joint name «Corporate tribe» has been developed for the work with «family» suborder. (The name of the program is an allusion to a methodological principle of neoarchaic). A year's program of trainings under the joint name «Administrative special troops» has been developed for the work with «army» suborder. And a year's program of trainings under the joint name «Dzen cloister» (sortering) has been developed for the work with «church» suborder.

Every year's training program has its own symbolics, attributes and equipment for the participants which are corresponding to a metaphor of the suborder. Each year's program has also got its own set of subject themes among which one is emphasized as dominant. The purpose of the system of year's training programs is forming, developing, and correcting each suborder in the sequence which is reflecting the stage of development of the organizational-cultural order, and also reducing them to an equally developed, balanced condition. Together with achievement of the named purpose, the other fundamental important purpose is achieved that is the mechanism of permanent transformation of the organizational-cultural order is formed.

It is necessary to note separately the inclusion in a technological chain of work with two additional suborders – syncretic and synthetic. At the syncretic stage of development of organizational culture a various tool kit of intervention, which is being chosen situationally, can technologically be applied. The purpose is to prepare a leader, a team and the organization for realization of the full-scale order project. At the synthetic stage it is supposed a year's work of acquiring habits of management of the created organizational-cultural order, a transition of the leader, the team and the organization to the level of a free, creative use of all known technologies, methods, etc. for the achievement of new purposes.

How are year's training programs connected to «external» and «internal» aspects of the organizational-cultural order? Two training programs are devoted to «study» of «external» aspects of the organizational-cultural order, and one training program is devoted to work with «internal» aspect of the organizational-cultural order. As a whole, it is obvious that «external» aspects of the order receive the greater attention



and development, than «internal» aspects. At the same time, it is necessary to note that there is a certain difference between the first year program («Corporate tribe») and the second year program («Administrative special troops»). In the first program, concerning to work with the «external» aspect of the order, the image of a primary elementary order and its understanding is being formed. The problem of initial social-psychological regulation of administrative interaction (in the broad sense of the word) is being solved. In the second program concerning to work with the «external» aspect of the order, an external forcing order is becoming dominant. The external order shows its other side – it is not supporting individual displays as in the first case, but it is depressing and depreciating them.

In existing practice of order projects the subject content of training programs at the level of dominant themes has been distributed as follows: the dominant theme for «Corporate tribe» program is a theme of «Corporate standards of management»; for «Administrative special troops» program it is a theme of «Corporate culture»; for «Dzen cloister» program it is a theme of «Sortering».

It is necessary to note that the set of dominant themes used by us can vary if the organizational situation needs it. Accordingly, in some cases marking of training programs (their name) can be corrected. Especially it concerns the name of the third training program («Dzen cloister»). Using the terminology and attributes of Dzen-Buddhism as a metaphorical model of «religious» / «church» / «internal» order is caused by a number of circumstances: a) Dzen metaphor is perceived by participants of programs (mainly atheists, agnostics, Christians, Moslems, Jews) as especially game model of a reality of the internal order; b) it is not perceived as religiously-ideologically «loaded» even because it is a «religion without the God», and the image of the superior force is not personified in it. As a result the application of the given metaphor does not entail appearance of real religious associations and it is a convenient solution of the problem which has been put before the program within the framework of our culture. At the same time if the «Dzen game» is not acceptable for the group, a change of marking of the program can be implemented easily, as it is not the fundamental factor (participants design a game «religion»).

Thus, the given training system and technology have a double level determination in which are distinguished: a) levels in the form of year's training programs («family», «army», «church», a synthetic level) and b) levels inside of every year's training programs (individual, team, organizational).

Diagnostics is realized inside of each program, at its each level and by means of this program and its levels. Work always begins with an individual level – a level of the leader and its object is both preparation / development of the programs, and preparation of the leader for its realization. The program is realized by efforts of the leader and under his / her direction. At the same time as an object-problem before the leader there are sequentially appeared: a) the organization (the entire organizational-cultural system); b) corporate culture (as an accented / problematical aspect of the entire organizational-cultural system); c) the own personality («culture of Self» as a stressed



aspect of corporate culture). Consecutive focusing of attention on the organization, on its culture and on culture of the leader and his / her team is carried out in the course of application of training technology and its programs: «Corporate standards of management» (what management of the organization is, what specific targets facing to the enterprise are and in what way the management of solving these problems will be carried out); «Corporate culture» (what corporate culture is, what purposes of its changing are and in what way the management of solving these problems will be carried out); Sorting (what «Culture of Self» is, what purposes of working with the «culture of Self» are and in what way the management of solving these problems will be carried out).

Each problem in the process of its solution passes three levels of study: a level of a leader – a level of an administrative team – a level of the organization (in this case it is a performing level; in the other context the level of the organization is an aggregate of all of its levels, i.e. the entire organizational-cultural system). As a matter of fact, the logic of the given sequence of problems is logic of movement from the external order (obvious, observable) to logic of the internal order (unevident for a direct visual observation).

### **The conclusion**

The order technology of changing organizational culture is a component part of the order approach to work with organizational culture and it reflects understanding of social-psychological essence of the phenomenon of organizational culture, methodology of its studying and its social-psychological model generated in the given approach.

In order technology phases of diagnostics and changing are brought together as much as possible. A key method of technology is a system of order trainings reproducing the structure of the order model of organizational culture and a sequence of its development.

The technology submitted in given article in its modelling kind has long experience of approbation and regular application and it stably shows useful practical results.

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## Psychology of education

Skripkina T.P., Tutova E.A.

### Confidence in the Professional Competence Structure of a Teacher

(The study is conducted with project financial support of RSSF № 07-06-00682A)

*This article is dedicated to one of the most important characteristics of teacher's professional competence – the analysis of its communicative sphere. They suggest that pedagogical communication is the basis of professional competence.*

*The analysis of works related to the problem of pedagogical communication and teacher's pedagogical interaction permitted to establish generally accepted criteria of teacher's communicative competence in pedagogical psychology. The authors show that, these generally accepted criteria of the communicative competence are correlated with the system of teacher's confidential relations. After discovering these interrelations, the authors built empirical model of communicative competence, teachers' level of the credibility towards themselves and the level of trust to the Others are the foundations of this model. It is shown, that the distinguishing features of teacher's communicative behavior depend on particularities of the teacher's deformation of the confidential relations, and this is the particularity that must be corrected in order to improve teacher's professional and communicative competence.*

**Key words:** *pedagogical communication, pedagogical interaction, communicative competence, professional competence, confidence, confidential relations, credibility, trust to the Others.*

Pedagogical communication is the basis of the professional activity of a teacher and the effectiveness of his pedagogical work depends on the fact, how competent he will form this communication as its initiator.

Interaction is considered psychologically competent, if it is constructed according to subject – subject scheme. Just it allows both to use the inner resources of the partners with proper completeness and to achieve optimum effect of co-operation in any aspect of joint activity, including that one between a teacher and a student. Notion “communication” and notion “communicative activity” are used by a number of authors as synonyms. Such identification is stipulated by that circumstance, that the authors, engaging in working out communication problems, consider communication as an exchange of thoughts, feelings, actions and so on (1, 5, 10, 11 and others). Lately there began to appear the works, the authors of which object to such identification. In particular, M.S. Kagan considers, that communication is a process, the essence of which consists not simply in the fact of delivering and receiving information but in





working out “new information common for the communicating people and creating their community”, thus M.S. Kagan concludes, “communication creates a community and an exchange reserves the isolation of its participators” (4, p.149-150).

In this article the question will be about the interaction in the system “student – teacher” as about a management influence. As it is generally known, there are 2 ways of subordinating to another person: they are compulsion and authoritativeness. In case of a management activity the question is about subordination and management, and in case of pedagogical activity it is about knowledge transmission. Nevertheless common bases are available. The hypothesis is that if there is a confidence between the interacting subjects, it creates the basis for authoritativeness, if there is not, then compulsion and sanctions become a management mechanism.

Subject – subject paradigm of pedagogical interaction, which has been written so much about, implies besides transmission of information insertion in the process of interaction some specific attitude to those, whom teaching influence is addressed to. Specific character of this attitude consists in the attitude to another person as to a subject, as to a personality. But what means to treat another person as a personality? Many authors true consider that such attitude first and foremost implies admission in another person his own subjectiveness, his own inner world. In other words no matter how close or far the relations between the interacting subjects would be, they both are autonomous, sovereign subjects of activity. And to treat another person personally orientated means to admit his right to be the same. Just that very admission orientates not to monologue pedagogical influence, but to a true dialogue communication between a teacher and students.

Proceeding from the all mentioned it becomes clear that the confidence existing between the interacting individuals makes the connection between them subjectlike, deeply dialoguelike. To confirm the already mentioned let us once more revert to the work by M.S. Kagan, where it is said, “As the aim of communication is to accustom one subject to another, to organize their joint actions or to find their spiritual community, so long as each partner must reveal to another person his real nature, intentions, possibilities, aims, aspirations, ideals, so that another person, knowing all these, will be able to co-ordinate his actions with those of his partner ...” (in the same place, p. 161). Thus during the process of communication not only and even not so much the process of information transmission occurs as the mutual assumption of the influence on each other provided the interacting subjects treat each other as autonomous, sovereign subjects of activity that is as a value.

However the pedagogical interaction process implies the relations of subordination and authoritativeness, therefore the relations of confidence here will be formed differently, and its manifestations will have particular phenomenological characteristics. Otherwise it is impossible to understand what reality the question is about, when it is said about confidence as about a condition of a teacher’s authoritativeness. It is known from psychological investigations, that students’ confidence to their teacher will be a condition of a true authority including a teacher’s authority (2, 7, 8, 9, 11, 14, 15).



In our opinion the phenomenology of confidentiality in authoritative relations will be determined by the unequal social-psychological status of the interacting subjects. However this fact cannot mean that students will trust an authoritative teacher, and the teacher will not trust his subordinates. The relations of a true confidence imply a true mutuality. Proceeding only from these promises it becomes clear that authoritative relations mean first and foremost personal orientated relations of the interacting and communicating with each other subjects and that implies treating another person as a value. Therefore confidence is always a valuable attitude to another one's personality.

Proceeding from the conception, that we are developing, the following bases are laid in the authoritative relations: one of the interacting partners (a teacher) in equal measure treats himself and another person as a value, but for the latter (a student) the former is a value of a higher degree than he himself. In other words sometimes the latter trusts (relies on the opinion of another person in our case a teacher) the former in some aspects of vital activity more than him self. If this condition is not observed, that is a teacher cannot treat a student as a value equivalent him, then the interaction result will be subordination and application of authoritative powers, but not a true authoritative. The result of an equal correlation of valuable positions will be authoritative, creating an influence on that one, who trusts another person more than himself.

Thus the valuable attitude to a student's personality first and foremost implies treating him as a personality, as a person who is still developing, a person who can and knows not everything yet, but potentially he can and therefore he is worthy of all that a person can and deserves. That is why the valuable attitude to students implies confidence to a personal orientated "incompleteness and positive virtuality" (15). If to operationalize the all mentioned then as a matter of fact in the pedagogical process confidence to students is based on predicting their possible development, that is as if an orientation on "a zone of the nearest development" of every student. Therefore psychological confidence is formed on the basis of consideration for another person's positive possibilities.

This circumstance is especially important for pedagogical interaction because this position with reference to students makes pedagogical process really developing. From the other hand only this position of a teacher gives the last possibility to fall autonomous independent subjects of activity, that is, it allows to treat themselves as a value or, in other words, trust themselves. So, the analysis of confidence – personal interaction in the system "teacher – student" shows that confidence in student's personality as a autonomous sovereign subject of activity and as a subject of development furthers the formation of corresponding position with students with reference to themselves.

In this context we have a problem of study how the teacher's confidence to himself has been formed. And the level of the teacher's confidence to himself can be one of the indices of his professional – communicative competence. Only a teacher who



trusts himself and thinks of himself as a self – valuable person can form his students' valuable attitude to himself. In this case the personality - developing task of a teacher will be his aspiration to form the confidence of every student to himself as an independent autonomous subject of the constructive activity. Thus, in spite of defects and deformations of personal development of some students the teacher must proceed not from his emotional reactions but he must direct his attention to "a zone of the nearest development" of every student's individual abilities.

Such inner psychological position of a teacher who directs his attention to the development of every student's potential positive abilities, which are practically boundless, will be an optimal way of displaying confidence to students, to their personality; it will be the way which stimulates individual development of students. So the formation of the students' confidence to themselves is possible only by means of confidence display to potential abilities and opportunities of every student from the side of the teacher. It will be the principal form of displaying the teacher's confidence to students. It is the way allowing a student not to be just obedient, to do instructions of teachers and parents punctually, for it is well – known that obedience and even progress in studies are not a direct correlate of individual development. It is necessary to find ways and strategies which allow students to form their own psychological position with reference to themselves as an autonomous independent subject of creative activity.

Proceeding from the all mentioned we consider that the problem of interaction in the system of the increase of psychological competence of a teacher as far as exactly a teacher is an active element of the system "teacher – student", he exactly must be an initiator of structural interaction. That's why the ability to make confiding atmosphere, to trust every student, his possible virtual abilities and potentialities is the most important criterion of the professional competence of a teacher.

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Roudakova I.A., Boutenko L.I.

## The system of work of the Russian language teacher teaching Russian as a foreign language in the conditions of the immersion into sense forming multicultural environment

*The integration of world society doesn't only influence the content of educational process, but the level of the difficulty and the progress rate, it causes the necessity of motive-dynamic assessment of the educational efficiency, catalyzing the search for the new educational models and technologies, oriented to the actualization of potential and personal reserves of the students. It is necessary to create the unique system of teacher's work ensuring educational process in foreign environment if we want to realize the most effective model of teaching process building in the conditions of the immersion into sense forming multicultural environment.*

**Key words:** *integration, models and technologies of teaching, multicultural educational environment, sense sphere of the personality, sense forming educational context.*

The system of ensuring educational process in multicultural environment has some particularities.

In the classical didactics they distinguish the following stages of teaching process management: **planning, organization, regulation (stimulation), control, assessment and result analysis**. So, the system of the teacher's work, ensuring the educational adaptation of foreign students, must include the above-mentioned stages. According to these stages of management, we separate four directions of teacher's activity in order to create the system, ensuring the educational adaptation of personality of the foreign student: analytical activity, perspective planning activity, organizational activity: making teaching aids, creating program, didactic, computer, information, material and technical support, monitoring of the results of the immersion into sense forming context of multicultural environment.

Before creating educational kit which will support educational process using the models of the immersion into sense forming context of multicultural environment, the teacher should concentrate upon analysis of the initial academical success, personality-oriented, visual and emotional development of the student, and the present state of program, didactic, computer, information, material and technical support in order to check their accordance with models of the immersion into sense forming context of multicultural environment of foreign student in the process of education in Russian Institution of Higher Education [1].

Planning of teacher's activity, first of all, must receive implementation in the curriculum writing, where will be reflected the main aspects of educational process



building taking into consideration sense forming context of the multicultural sphere of Russian Institution of Higher Education:

- Description in memorandum apart from academical goals and tasks, those oriented to personal sense development of the foreign students;
- Choice of the directions and stages to achieve goals and tasks in hand;
- Choice of content, definition of forms and methods in lesson planning;
- Application of such forms of control which doesn't only let to check knowledge, skills and abilities of the students, but follow personal sense forming and visual-emotional development of the foreign student according to determined criteria.

Such points must be included into teacher's lesson plans. It's possible to create individual programs of personal sense forming and visual-emotional development of the foreign students contributing to establish individual educational trajectories.

Teacher's analytical work must be concluded by the organizational work consisting in choosing program, didactic, computer, information, material and technical support in correspondence with created directions of educational process.

**Teacher's activity to create program support includes:**

We suggest that in the field of the content selection the teachers should use their own modifications of programs in Russian as a foreign language, enriched by visual-emotional elements, which are ministerial to personal and sense forming development of the students. These educational programs will represent creative works of educators, made to illustrate different aspects of the studied material.

**Teacher's activity to create teaching aids:**

This kind of activity suggests the adaptation of the textbooks of new generation, teaching aids, methodics works in accordance with goals and tasks of the personal and sense forming development of the student; creation of the bank of the original lesson plans, systematized according to different themes of the course.

**Teacher's activity to create didactic support:**

This activity suggests preparation of the didactic material and hand-outs for the studied themes using the model of the immersion into sense-forming multicultural environment. The application of the didactic means should correspond to goals, content, logic of the suggested material, forms and methods of the learning. We should point out two directions to create the bank of the didactic materials:

- Didactic support of the content, methods and forms of the studied class material;
- Didactic support of the monitoring of the results and quality control of the studied material.

In the system of the teacher's work ensuring the content of educational process at visual and emotional basis they distinguish three aspects, destined to construct three psychological and didactic situations: the introduction of the theoretical knowledge; research activity of the students; creation of the emotional situation, contributing to personal and sense forming development of the student- foreigner [2].



In order to provide good introduction of the theoretical knowledge the teacher should make and accumulate different schemes, graphics, diagrams, tables, and drawings-symbols.

To realize research activity the teacher should create problem tasks and role plays, challenges, cards with assignments, questions to the audience; contemporaries' considerations about historical figures; discussions based on proposed questions for revising the material; algorithms for analysis of picture reproductions, reflecting the historical events; historical or literature facts, helping to understand better the studied period and having controversial appraisal among contemporaries, historians, political and state leaders; texts, paragraphs of the documents, reference books and other educational, publicist, scientific, and artistic literature.

The activity providing visual and emotional situations involves accumulation, elaboration and systematization of different didactic means, which let to attach personal sense to visuality. In the content of this activity we can underline the following tendencies:

1. Creation of the of visual historical characters (illustrations, historical portraits, the portraits of the state, political and other leaders, reproductions of the pictures), plunging students into the lesson atmosphere.
2. Creation of «music box» with different musical masterpieces. This musical material should be classified according to the scale of emotional states, for instance E.A.Zinchenko, and systemized thematically.
3. Creation of «art gallery», including didactic material permitting to create artistic types (the pictures of sculptures, painting, architecture);
4. Creation of «color spectrum» – a set of multicolored cards, applications, shading colours, color music. The use of the color in the educational process can create the necessary emotional state among students, and correspondingly, his immersion into foreign environment.
5. Creation of «literary reception room» – the bank of literary characters, literary figures of poetic masterpieces; rich in emotions dramatic extracts; bright visual sketches, permitting to make certain emotional and psychological attitudes.
6. Creation of emotional pauses, made with the help of music, poetry, photos, video clips.
7. Creation of teacher's eloquent expressions (idioms, proverbs, proverbial phrase of Russian people, epithets, metaphors, visual, expressive examples of the real life).
8. Creation of video fund – a set of video subjects, cartoons, film extracts.
9. Creation of the bank of the emotional representations at multimedia basis.
10. Creation of the bank of characters- symbols.
11. Creation of the thematic recordings, tape recordings, reproducing animal voices, the sounds of the wind, sea, rain and etc .
12. Selection of objects, things for interior styling, conveying different meanings (amenities, costumes, elements of decorations and etc).



Teacher's work directed to systematization of didactic materials according to these directions must be carried out taking into consideration age psychology [3].

All these materials should be systemized according to their use: for lectures, workshops, practical studies, original work and etc.

**Teacher's activity directed to create computer support includes the following types of work:**

- Creation of computer data basis related to personal, sense forming and visual and emotional education;
- Computer support of the course;
- Application of information technologies in educational process, use of Internet resources, electronic encyclopedia and reference book, electronic tables, text and graphics redactor, image redactor to introduce visual and emotional aspects into educational processes.

New information technologies let to the teacher and the student to create different images in the form of graphics, cartons, multimedia presentations with bright illustrations (video clips and sound). New information technologies advantages are programmed in wide possibilities that they offer (promptness and dynamics of image creation, text editing, music accompaniment, range of colours). Visual images, made, for example, with the help of computer animation tools, will stimulate сопереживание, сочувствие, облегчат mutual understanding between educators and students. The teacher can use them in his practical works, for his lectures, workshops, conversations and other forms of the education.

**The activity destined to create computer support suggests:**

- Application of different forms of intersubject collaboration of teachers while introducing the new model of educational process building in the conditions of the immersion into sense forming multicultural environment;
- Drawing of teacher's work results while introducing the new model of educational process building in the conditions of the immersion into sense forming multicultural environment (articles, new lesson plans, programs for the courses) and their presentation in mass media and Internet;
- teacher's participation in research and creative projects devoted to current sense forming development of the students;
- experience exchange at the workshops and scientific conferences.

**Teacher's activity of ensuring material and technical support suggests:**

- modernization, classroom decoration in correspondence with goals and tasks of the model of the educational process at the basis of immersion into sense forming context of multicultural environment;
- modernization of the technical equipment used in the classroom: tape recorders, musical instruments, tele- and radio gadgets, video players, film projector, office equipment: photocopying equipment, scanner, means of showing information (video - and multimedia projector), slide projector and graphic projector, liquid-crystalline projection panel.





**Monitoring of the results includes the following directions of the teacher's work:**

- elaboration of monitoring procedure;
- creation of diagnostic basis of quality monitoring of education under the conditions of building the educational process upon visual and emotional basis;
- monitoring of students' activity according to criteria of sense forming experience;
- monitoring of students' activity according to criteria of emotional and visual development;
- examination of the academical achievements of the students (knowledge and skills);
- teacher's work with «portfolio» («achievement register») of the students. We consider sensible the introduction into "portfolio" of foreign students, the works creating visual images and reconstructing theoretical material into visual one and vice versa: original statements, «reports» about the country, Russian culture, Russian writers and cities, events, letters to political and state leaders, schemes, posters, drawings and etc.

At present in pedagogic literature we can find a lot of screening assignments, discovering not only the level of the skills in this particular subject, but the level of students' abilities development. However it is necessary to remember, that the diagnostics in this model of the education has his own particular features, determined by the criteria and levels of visual and emotional and personal and sense forming development of the students. Diagnostic procedures must discover the level of training standard and quality of knowledge, as well as the level of the development of their visual and emotional, personal and sense forming spheres. Didactic material is the basis of such diagnostics, it must differ in creativity, originality, it must be enriched by sense, visual and emotional elements, and contribute to revealing creative potential of the student- foreigner's personality [5].

We propose to give different creative assignments, if we need to examine their personal and sense forming, visual and emotional development, so we do not only assess subject progress (particularly Russian language mastering), but originality, creativity, imagination development, students'creative abilities. Such assignments can be systemized according the following criteria:

**1. Modify the theoretical material into visual one.** For example:

- Show with the help of the symbolic figures studied material (at the example of the materials of the scientific speech style);
- Choose the literate character (from the studied texts), which is close to you by his temper or the mood.
- With the help of different means (musical, artistic, literate) express the meaning of the studied material;
- Write in Russian a typescript for the film, spectacle, or the poem or the song to illustrate a topic;
- Make a multimedia presentation using the studied material.



The teacher, giving to pupils such assignments, gives them absolute freedom in color, size, material, means choice, of images. However assessing the results, the teacher must take into consideration all the above-mentioned parameters, but the speed of assignment fulfillment, the level of originality, creativity, abstractiveness, correspondence of the created visual images to the content of the modified theoretical material. These indices speak about the degree of the students' visual thinking, their emotional state and relation towards the studied material, it shows the significance of the studied material for the students.

**2. Modification of the sense forming material into theoretical one.** For example:

- analyze, find out the cause-and-effect relations and make the theoretical conclusions after reading the extract (as an example they give an extract from the text);
- analyze the reproductions of two pictures (of national and foreign artists), explain what common traits exist;
- explain the meaning of this metaphor (winged words, epithet, idiom) in application to the studied theme;

case study : listen to the song or look at the picture reproduction and discover the features of the period, determine historical characters, staying behind the symbols of these works, explain the reasons of this work creation in this period, what it symbolizes, what emotions prevail in character's soul and what emotions the author of the book experience.

In the spectrum of the assessment of the creative works, apart from traditional points, there are divergence of the thinking, similarity, associativity, which will also testify about the level of visual and emotional development of the students and in consequence of their sense forming sphere development.

**3. Presentation of the theoretical material in visual and emotional context.**

For example:

- while studying the subject, we suggest to the students to play the role of one of the literature characters, historical, political, state leaders and compose the appropriate speech, on behalf of this person;
- to write the report (about your visit to museum, exhibition, theatre, excursion around the town, the film you have seen, a meeting with an interesting person);
- to write a letter to Russian government, expressing ideas and feelings about its foreign policy;
- to write a reply on behalf of historical, political or state leader upon letters of the leaders, scientists, writers, painters and etc who are in opposition with their explanations about the choice of the historical way for Russia;
- to write a letter to probable leader of any direction of the social movement expressing admiration or denial of his ideas and actions.

The assessment of these texts, written by the students, is made from the assessments of the levels of emotionality, imagination, argumentativeness of their thoughts, unstandardized approach, ingenuity, invention, self-sufficiency and independence of



thinking, which are exhibitions of creative mentality. The high level of the empathy will prove that the studied material is of great value, reflected in these compositions will reveal personal significance for foreign students of the studied material, understanding and apprehension of the phenomena of this multicultural environment.

The analysis of the experimental data show, that the introduction of the model of the educational process depends upon teacher's goal-oriented activity in a greater degree having the aim to organize the effective system of educational process support by making teaching aids, creating program, didactic, computer, information, material and technical support, monitoring of the results of the immersion into sense-forming context of multicultural environment [4].

The analysis of the received data and its practical effects of the realization of the model of the educational process built upon the immersion into sense forming context of multicultural environment of Russian Institution of Higher Education in whole proved when applied the efficiency of this model.

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## Juridical Psychology

Volkov A.A., Larina T.N.

### Psychological deformation of youths' sense sphere staying at the pretrial detention centre (PDC)

*The loss of life meaning, the feeling of meaningless being is the fundamental psychological fact widely spread in our society. In criminal youth subculture – this is a well-known problem, however it is intensified in the conditions when people are deprived of freedom and they spend long hours waiting. This is confirmed by the researches of sense sphere deformation, which happens to youths staying at the pretrial detention centre and must be taken into consideration in the process of their resocialization.*

**Key words:** *situation of life crisis, sense sphere of personality, conscious centering, regression and transformation of sense sphere of personality, sense barriers and dispositions, resocialization.*

In the society which experience crisis, and our state has been in such a situation more than a decade, the quantity of the factors, which influence criminal situation, are increasing. This causes employment problems, curtailment of cultural, sport, health programs, in the country, the decrease of social guarantees and as a result difficulties that arise for youths in getting education and receiving profession. In the space of socio-economical changes and aggravation of social contradictions,

people loose vital necessary ideals, the values are changed in public and individual conscious. The criminalists admit the crucial influence of the conditions of the social life upon character, level and structure of criminality. This negative social impact «starts» the internal mechanism, which significantly influence safety and stability of the state in whole. Social disadaptation of adolescents and youths is growing in the form of delinquent and criminal behavior. The number of crimes committed by youths has recently increased objectively.

The recent reforms, that changed social structure of Russia, are accompanied by changes in legal and penitentiary policy of the state. Though there are positive shifts in the direction of humanization of personality defense during investigation, court hearing and punishment execution, there is problem of the opposition between the activity of employees of penitentiary institutions to resocialize convicted people and antisocial stability of criminal subculture. There is the opinion among youths according to which the existing system of law is not efficient, because «people do not obey laws», «the law is not equal for everyone», «there is the widespread opinion about legal system («they want only to convict»), «we can't understand judges' logics when



they try a case», «they do not take into consideration all the circumstances». At the pretrial detention centre (sometimes people under trial have stayed there for a long time) a certain informal structure of communication and interaction between people under trial exists and functions; there is the introjection of criminal reduces stereotypes and antisocial values. In this connection, studies of the values and life priorities of youths at the pretrial detention centres, are necessary to grasp existing legal reality, and to improve state policy of criminality fight, to prepare specialists professionally oriented (psychologists, educators) to increase efficiency of correction at institutions of confinement.

At present the sense sphere of those who break law, is not enough studied; of course, it is a serious obstacle to reorganize their resocialisation. In the national penitentiary practice the personal features of the people who committed crimes were under consideration in the works of A.D. Glotkin, M.G. Debolskii, V.G. Deev, A.V. Dmitrova, A.G. Kovalev, A.V. Napris, O.U. Mikhailova, A.S. Mikhлина, V.F. Pirozhkova, V.M. Pozdnikova, V.P. Saphonov, V.A. Semenov, E.V. Chernisheva. In the frame of juridical psychology L.V. Alekseeva, I.A. Gorkova, U.L. Metelitsa, S.S. Shipshina analyze psychological characteristics of the subject of the arrested person and subjective side of his actions in different criminal affairs. However these studies are mainly concentrated on personal features of adult criminals and at the stage when they are already in prison. What is happening to youths while their stay at the pretrial detention centre and how this crisis period influences later their further life orientations (particularities of personal attitudes and orientations, self-esteem, auto-evaluation, values, life plans and etc) – it is not enough studied question in psychology. A.R. Ratinov believes, that more than one third and maybe even half of juvenile offenders do not realize the sequences of their actions, they have too high self-esteem, they are inclined to fantasies and to low criticism of their actions and as a result, – they experience the lack of values and sense constructions, which characterize the stability of personality, providing her socially accepted personalization. The observed distortions of juvenile offenders' personal sphere lead to formation of «illegal, criminal reality as subjective world picture» (A.A. Baranov). We must carry out integrated studies (of core components of personality) of juvenile offenders in order to oppose this tendency and plan corrective work to prevent recidivations of illegal behavior (at the moment more than one third of people who were convicted served a sentence, commit unlawful acts again), at different stages of the investigation and punishment.

The evident deficit of the researches of transformation of youths' sense sphere in the conditions of isolation determined the aim of the present study. It was made in two groups of youths staying at the pretrial detention centres of Nalchik (67 people) and Rostov-on-Don (54 people), at the age of 16–18. According to national mixture, the sampling was multiethnic: more than 60% – Russian, 20% – the Kabardinians, 5% – the Kazakhs, the rest 5% are the Chechens, The Balkarians, the Armenians, the Kalmyks. The most of people were Kabardinian in Nalchik, and in Rostov-on-Don most of them were Russian. However in both pretrial detention centres there were youths



of different nationalities. 65% were charged of crimes against the property (theft, car stealing without plans of pilferage), 18% - crimes against public security (hooliganism, illegal turnover of weapon, racket), 17% - illegal turnover of drugs. In this research we did not involve people who were charged of crimes against personality (major crimes, health harm, sex crimes).

The research passed through the following stages:

**Preliminary period** (2004-2005) – analysis of the main approaches to the problem of sense deformation in different social contexts, researches of personal features made in the context of juridical and forensic psychology. Selection of problems and definition of logics of empirical part of the studies.

**Diagnostic stage** (2005-2006) – organization of diagnostics, tests, mathematical processing of the received data, carrying out of correlative and factor analysis, finding out symptom-complexes of deformations of sense sphere centering in the conditions of the pretrial detention centre.

**Generalization stage** (2006-2007) – elaboration of sense transformations as characteristics of “criminal orientation”. Results registration and description in the form of thesis. Recommendations writing for psychologists and educators working in the field of forensic psychology and with high –risk groups among youths.

**At the preliminary stage of our diagnostic research**, people on remand completed test revealing intellectual level of development (the purpose was to find out those who won't be able to do the test assignments connected to discovering verbal senses due to intellectual development limits).

As the result of diagnostics we have found that, in the sampling there were no youths with high IQ (more than 110 scores). 6 people (5% of sampling) had the coefficient below the norm, which is necessary to make these assignments, used in our study, and further they didn't take part in diagnostics oriented to clarify sense sphere particularities. About 65% had conventionally average IQ, 35% - low one, they couldn't understand the task of the tests.

General conclusions of the study of the deformation of youths' sense sphere in the conditions of the pretrial detention centre, are:

1. In the conditions of the pretrial detention centre youths have several personal transformations and sense reductions due to regression, projection and repression of different forms of the accommodation to new conditions of the existence, the introjection of criminal reduced stereotypes and illegal values. They have very low orientation to the future, inclination to nostalgia, attempts to find psychological defense in his memories, regression and repression of undesirable memories deform sense sphere and cause her essential differences from characteristics, typical to this stage of personality development (young people at the period of youth).

2. **Appeared** in the conditions of the pretrial detention centre, interpersonal conflict actualizes the dissonance of subjective personal relations in regard to public relations, where the person is involved by force now (as the consequence of arrest and investigation). Diagnostic data testimony about correlative association **between the**



**level of self-esteem and the level of intellectual development.** For those who had low IQ, the typical features are low self-esteem, it means that they underestimate their significance for the environment and they do not understand the results of their activity, and a ratio distortion between real and desirable achievements. They try to realize their particularities and future perspectives. Their sense Ego centering differs by low regularity (fragmentary introspective observations), which is connected to little experience of the reality analysis not only in PDT, but during all their life before arrest. It was aggravated by high conflict rate in the self-esteem of youths with medium level of IQ (discrepancy between Self-real and Self-ideal), which is connected on one hand with high requirements towards themselves, and on second hand with the absence or underestimation of their own success.

The tendency of low self-esteem as a component of socio-psychological disadaptation witnesses about inadequate perception of the juvenile offenders of themselves in the surrounding world, about the absence of the group, they link their dreams and realization of his abilities with. This usually leads to self-deception, truth fear, psychological defense, which, in their turn, are sources of self-esteem rigidity.

Scales "Locus of control – Self" and «Locus of control – Life» give us information about the level of personal responsibility for one's own life, that the person takes, and about his awareness of his possibility to have an impact upon life, to be its active participant. Only 17% of people on remand treat themselves as active participants of life process, and think that the reasons of everything which happens to them, are due to their character and abilities. More than 60% of respondents have external locus of control. This can be explained by the fact that they want to guard self-esteem, soul poise and psycho-emotional stability in the conditions of negative sufferings, and it results in external locus of control, permitting person to avoid responsibility for the misfortunes.

3. The deficit and the detriment of the values and sense determination generate uncertainty of life choice, disaccord in life meaning dispositions. The results of the study of the general personality orientation of the youths at the pretrial detention centre showed the dominance of simplified, curtailed structure of sense regulation of life, contraction of sense perspectives. The senses are closed to themselves, to the satisfaction of situationally actualized needs. Actualized needs severely determine senses of concrete actions, loosing their complicated polyconative character. Life of the youths on remand is a chain of unconnected episodes, drawn by the cycles of the actualization – satisfaction of needs. The main role of sense regulations is defensive, it helps to avoid dangerous situations (though there are some, who in reverse, do not find the possibility of the defense in building up the barrier, but in the enlargement of the space by provoking a conflict). The most typical meanings are: «not to be the worst among others», «not to think long», «not to take responsibility» and etc. As the role of the inner world, of «interior plan» of conscious in life regulation is reduced to the minimum, discomfort avoidance is provided by the defensive mechanism of negativism, that ensures some compliance with themselves. The informality and at-



omism of the structure of sense regulation of the life activity is determined by their initial poverty of the interior world, complicating orientation towards furcated and difficult sense links.

4. Using the factor analysis it is possible to discover types of sense sphere deformation as specifically formed «criminal orientation of youths» in the conditions of pretrial detention center. Under types of the «criminal orientation», we mean, stable tendencies to orientate towards certain life goals, available in new conditions of being and initiating the overcoming of the environment resistance by purposeful ways of behavior. They have the following sense forming characteristics:

- To the first type of life sense strategies we can relegate young people who in conditions of pretrial detention centre, are inclined to «ritual criminalization». They have low and less than medium level of the intellect, they differ by weekly formed emotional and will sphere and heightened suggestibility. Most of them are characterized by low and medium level of sense development, instability of conscious centering, high dependence of the norms, stereotypes and values of we-groups (especially those, who were their accomplices, or cellmates and etc.), where they are usually well socialized. They used to drink alcohol and take drugs, but “alcoholization” as a matter of fact has the traits of actions «for company’s sake», opened the opportunity to deal with the equal partners of communication. They are highly group-oriented.

- The second group of youths is the group of “addictive criminalization”. Addictive behavior is one of the forms of destructive behavior, which do harm to the person and society. It manifests itself in the desire to escape from the reality changing mental state. The leading deformation of conscious centering is the communicative complexity. Youths experience the feeling of the alienation, they try to quit unfavorable situation by autistic ways, we can observe a kind of self-isolation, depression, conflict with the society, low self-esteem, the feeling of the inferiority, the actuality of the problems of the past (most of them do not want to speak about the present or the future), the representation of evil reign in the society. They treat the situation as a disaster. Vital necessary concept of their own future as rather stable, at the certain stage supraliminal and generalized system of representations about their life, was extremely deformed in this group of young people – core events of the future had no cause-and-effect relations with the present. Life perspectives are pessimistic and insignificant.

- Youths of the third group that can be conventionally called the group of “addictive criminalization”, could be characterized by aggressiveness and negativism. They are highly excitable and impulsive. Their life was concentrated on themselves (they do what they want without taking into consideration other people needs and interests – it is one of the component of their life disposition). The fears and troubles were connected, first of all, with the situation of the uncertainty, typical for all the people on remand deprived of communicative contacts. Around them there are only strangers, who are all in the situation of «outcasts», and the lack of possibility to keep in touch with we group. It increases the level of the interior tension and strengthens negative emotions by arising negative relation to the Others (bitterness) (including the





conscious level). This can be considered as a symptom of the reduction of regulating role of conscious towards reality assessment and practical activity. The mechanism of psychological defenses actualizes as the result of the inner tension growth. We have distinguished (as the result of this research) the main mechanism – the rationalization in the exaggeration form of some social stereotypes, extreme dependence and desire of social group approval, sharing these stereotypes. Very often these stereotypes can be comparable with following sententious utterances: «everyone has his own law», «the legal system is completely submitted to money», «these laws do not correspond to life realities of the new generation» and etc. This mechanism decreases the feeling of guilt and shame, it is a kind of “permission” for intolerant behavior.

5. Deformation of sense sphere of youths during the period of their staying at the pretrial detention centre must be taken into consideration by psychologists and educators of penitentiary institutions fulfilling the resocialisation work. Reintegration and integration of juvenile offenders into socio-cultural space are obligatory components of prevention of recidivated criminality. We should use variable and recipient –oriented model of the facilitation for juvenile offenders at all stages of the investigation and punishment. The main work must be concentrated upon the minimization and prevention of dissocializing influence from the new environment. The overcoming of negative consequences of youths’ dissocializing during the period of their stay at pretrial detention centre is possible through recipient oriented system of leveling the consequences of destructive form of criminal environment and teaching constructive nonaggressive behavior, the right choice of the skills in complicated life situations and taking responsibility of this choice.

The results of the research showed the necessity of search of new approaches and of making new diagnostic studies of those who are staying at pretrial detention centres and penitentiary institutions in order to create updated to public demand, system of resocialisation of people committed crimes. A.G. Asmolov, one of the ideologists of humanizing the contemporary national education, in his work «Aggression and aggressiveness» (2000) he wrote: «... we didn’t note, how we found ourselves in the power of the absurd logic of public education of the difficult children, logics, which are based upon formula: let’s respond to the growth of crimes committed by young people by the growing number of penitentiary institutions. The paradox of this situation consists in the fact that the point of the application of social, economical, pedagogical efforts of the society is correction and prophylaxis of cruelty, but it must be the peace-loving education». New approaches to resocialisation suggest that in criminal and penitentiary system punishment is not only a retribution for the committed crime, but it has the goal to correct in the humane way and reform the criminal.

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## The young scholars

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**Krylova A.V.**

### Similarities and differences of life-meaningful orientations and intellectual development of monozygotic twins

The problem of correlation of social and biological determination of mental life is one of the most difficult in psychology. Now it is obvious that mental development depends on both biological and social influence where life trajectory of personality is realized. But the question on a degree of determination of external and internal is solved differently at various psychological schools and currents. Mental processes and states do not answer on a question of a degree of determination of any mental manifestation by external or internal factors. So the great interest for psychology is represented by kinds of diagnostics that are focused on the solution of this problem. Monozygotic twins' method is one of such methods. It is interesting because it is characterized by comparison of psychological and other qualities of monozygotic twins having an identical set of genes and dizygotic twins which have different genotypes. This method is based on the precondition that environmental influence rendered on twins has provisional equality. This method is intended for revealing the influence of a genotype and environment on studied psychological quality. Special interest represents a method of the separated twins. Intrapair comparison of the twins separated at early age takes place in this method. If monozygotic twins have been separated in a similar way and grew in different conditions all their differences are caused by the influence of environmental factors and all their similarities are the cause of their genic identity. It is considered that such twins choose similar life-meaningful strategies in their life. However, there are data that twins, on the contrary, wish to differ from each other. Now there are contradictions in psychology concerning reliability of the information that monozygotic twins have rather high degree of similarity of life-meaningful orientations and the facts that their life-meaningful strategies are various enough [3, 11]. This contradiction determines the purpose of the present research. It is the exposure of a degree of similarities and differences of life-meaningful orientations and intellectual preferences of monozygotic twins.

The choice of meaning of personality and its components as the object of research is determined by the fact that peculiarities of meaning demonstrate an orientation of personality, its base interests, attitudes, values and needs that compose a pivot of personality [1, 7].



20 monozygotic twins' pairs and 20 dizygotic twins' pairs at the age of 11-22 years took part in the research. Following techniques were used: self-actualization test, test LMO, test of Raven and test of Kettel [2, 4, 8, 9].

During the research carried out it was found that monozygotic twins demonstrate higher level of intrapair similarity first of all in tests of intelligence (a percentage difference is of 2,32 % and 5,21 % in the tests of Raven and Kettel correspondingly). That confirms theories according to which the parameter of intelligence (IQ) is mainly caused by influence of heredity (G.Ajzenk, etc.). Similarity of life-meaningful picture of monozygotic twins is more than at control group of dizygotic twins. Various components of life-meaningful orientations have a different level of correlations. Monozygotic twins illustrate higher level of intrapair resemblance practically on all parameters of life-meaningful orientations, in comparison with control group dizygotic twins. The most significant deviations of parameters are observed on a scale "the Purposes of life" in the test LMO that describes a presence in a life of the examinee of the purposes in the future that give meaningfulness to life, orientations and time prospect. Hence, it is possible to make a conclusion on primary influence of heredity on the given component of life-meaningful picture of personality. At control group of dizygotic twins it is observed a greater similarity than at monozygotic twins group on a scale "Process" of the test LMO (reflects sensation of a life as emotionally saturated). Hence, it is possible to make a conclusion that the given component of life-meaningful picture of personality least depends on influence of the hereditary factor. Monozygotic twins also demonstrate higher level of intrapair similarity on parameters of aspiration for self-actualization of the self-actualization test.

Summing up the work done it is possible to confirm confidently that the hypothesis put forward has proved to be true. The similarity of life-meaningful picture of monozygotic twins that determines such features as the general orientation of personality, orientations of values, system of attitudes of personality with the world and surrounding people, features of the self-attitude is more than at the control group of dizygotic twins. It has been revealed also that monozygotic twins demonstrate a higher level of similarity of peculiarities of intellectual preferences in comparison with dizygotic twins. It has been shown what components of life-meaningful picture of personality are mainly determined by the hereditary factor and what do not depend on it.

As the interest to problems of value-semantic sphere of personality has increased there appeared a necessity of objective studying of this social phenomenon. Value-semantic orientations determining the central position of personality influences on an orientation and the contents of social activity, the general approach to world around and to themselves and make the meaning and a direction of activity of personality, determine its behavior and acts. The person aspires to find the meaning and feels frustration or existential vacuum if this aspiration is non-realized. Research of a problem of value-semantic sphere of personality that took place in our country and abroad has shown that value-semantic orientations are the major components of the structure



of personality. Alongside with other socially-psychological educations they carry out functions of regulators of behavior and are represented in all areas of human activity. The aspiration of personality to the meaning acts as one of the major needs of personality which satisfaction is determined by ability to incur the responsibility, belief in own ability to carry out the control over the destiny. A key parameter of presence of personal meaning is meaningfulness of a life. Meaningfulness of a life is defined as a meaningfulness of the past, the present and the future, as presence of the purpose of life, as experience of the ontological importance of a life. Meaningfulness of a life is a necessary and sufficient condition of development of harmonious and creatively developing person [1,5,6,11]. That's why the researches of life-meaningful orientations of personality are important.

The data received in the research can be used in the work of psychologists and teachers working with twins.

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**Gazdieva A.A.**

## Transformation of sense of adolescents - immigrants; survived critical life situations during the period of socio-psychological adaptation

Life meaning concept is forming up to adolescence, it can be changed and transformed over the course of all man's life. Life meaning concept is a core personality disposition, the meaning of his being. It contains life sense universals, values which represent personality basis.

To understand and describe mechanisms of the adolescents-immigrants' social adaptation is only possible finding out dynamics and particularities of sense forms as components of life meaning of personality concept.

During the period of childhood and adolescence, people learn highest human values, under their influence the life meaning concept is formed through relation towards Self and Others. The person tries on different social roles and requirements, models of behavior are developed.

As the result of stress and psychological traumatic situations experienced by these children we can observe different emotional-connotative, psychosomatic and personal distortions, victim features of behavior (victim position in the group), low self-esteem, high level of anxiety, expressed social phobias, feeling of inferiority and helplessness before changing circumstances, alienation and passivity, unformed representations about the future or narrowing of the time perspectives. Low scores on the scale demonstrate us adolescents-immigrants' lack of faith of in their forces to control the events of their own life.

Comparative analysis of general life reflections of adolescents- immigrants and young people, living in favorable cities of SFR (Nalchik, Rostov-on-Don) showed that the level of the social adaptation is very low among immigrants, the immigrants' satisfaction of self-realization, safety, emotional satiety are also very low.

The conducted study outlined the sense sphere deformation of adolescents-immigrants, who experienced critical life situations during the period of their social and psychological adaptation. This phenomenon can be explained by war events in Chechnya, and people's long stay in suspense in extreme conditions. The ambiguity of the extreme conditions doesn't give the possibility to children and their parents to draw long term or short term plans without mentioning life perspectives. It is well known that the suspense negatively affect person's social self-awareness, it makes his life aimless and at great extent decreases person's activity.

These children are easily blessed. They suffer from illnesses and diseases, undernourishment and injuries. Many of them haven't gone to school for a long time. They lag behind the children of the same age. Majority of them speak Russian badly or do not speak Russian at all.



The children depend on the adults' will who do not always catch their psychological state and behavior, related to the lack of psychological and social well-being. Safety and well-being of children –immigrants and unwilling settlers are much more endangered, than safety and well-being of many other children. Emergency circumstances, accompanied by violence, family destruction and loss of usual social contacts, and acute lack of means of subsistence among the most of the families – all this seriously reflects upon physical and psychological well-being of children. Family separation and destruction of everyday life due to extreme circumstances, and the search of the way out of these difficulties negatively affect children of all ages.

Numerous studies showed that children suffer from fear, uncertainty; their self-esteem is lowering in the new place of residence. Particularly difficult the situation in the large families arrived from areas of ethnic war conflicts. The process of their adaptation is complicated. Their long stay at the zone of the ethnic and war conflicts, and stress, which they experience due to migration and adaptation, make these children very sensible. The chronic stress, sudden emergency situations, accompanied by the deformations of interfamily relations, creates «favorable» conditions for criminal behavior flourishing.

Children, whose life was dominated by fear and tension, can suffer from anxiety disorder. This anxiety disorder may include: childish high anxiety, attacks of panic and phobias.

The children, who experienced cruelty, grow mistrustful and vulnerable. They have distorted relation towards the others, they are unable to trust, they often can't copy with their own feelings, and they are inclined to cruelty, paying back to the environment for their experience of humiliations.

As it is well known, children, who were exposed to violation, are characterized by the following regard to themselves and the others:

First, they feel themselves different from the others, love worthless, bad «dirty», useless. It is often combined with their representation about themselves as small, weak and unable to change life situation.

The child who is not sure in his forces or abilities, feels powerlessness and helplessness (victim position). Another version is possible: the adolescent seems to be a "strong guy" or «cool girl»,but behind this armour there is the deep fear and the same feeling of helplessness, complicated alienation from people, love and warm shortage.

Second, they do not trust to anyone (and first of all, adults). Children – violation victims, as a rule, are afraid of other people, especially adults, they consider them to be dangerous, hostile and deny the possibility to address for their help. The motto of these children: «Do not believe to anyone, do not hope to anything, do not ask for anything». They often try to hide " behind somebody's strong back".

Third, they have weak contact with their real feeling or feelings. To survive the victims were obliged to suppress or force out their strongest feelings. The result of this pressure is dissociation, it means the split, separation of «Self». The most frequent form of dissociation is the split of bodily perceptions and consciousness. Once, at the



moment of cruelty, dissociation helped the child to survive, deal with unbearable physical or mental sufferings. The child starts to think that it didn't happen to him, but to somebody else. He learns to separate emotional reactions and those of the body.

It is clear for everyone that psychological value, that people are obliged to pay is extremely high, people became unwilling hostages of race and ethnic models of state building, as well as reasonable program of repatriation. The children are particularly affected and require special attention. Being immigrants, they are in danger caused by the suspense and unprecedented upheavals, which are typical signs of our epoch.

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Gaidar M.I.

## Personality-related self-efficacy of psychology students

Since late 1990s the profession of a psychologist, related to a fashionable society or even elite, has become not only popular, but prestigious.

The range and scope of the field of psychology are so broad that psychologists share commitment to better both individual lives and society, and the topics they explore range from a personal inner life to social, economical and political areas. However, these positive aspects are opposed to a fragmentary, non-systematic character of knowledge, concerning the profession, personality and education of a psychologist. This contradiction can be considered a distinctive matter of the so-called psychology of a psychologist, the subject which combines general, pedagogical, developmental, social and industrial branches. It enhances research on professional performance at all stages of training including higher education. One of the topical issues is self-efficacy of psychology students as an important resource of their successful training and work.

According to American psychologist A. Bandura, the author of Self-Efficacy Theory, the concept of self-efficacy refers to individuals' beliefs that they can master a situation and produce positive objective and personal outcomes in professional activity, communication and behaviour.

Nowadays, self-efficacy, which powerfully influences students as well as practical psychologists, still needs to be studied carefully. Self-efficacy of a student «develops» into self-efficacy of a professional psychologist, so enhanced self-efficacy is one of the major goals in higher education. Research in the area of self-efficacy has both practical and theoretical importance and guides us to distinguish between different forms of self-efficacy.

A. Bandura doesn't emphasize any forms of it, but argues that it has environmentally specific character, so it's not reasonable to view it as a generalized feature [1, 3 et al.]. The only attempt to define generalized forms of self-efficacy was made by American psychologists who devised the self-efficacy questionnaire [4]. Specific self-efficacy beliefs which have positive practical outcomes can be used as a criterion for defining different forms of self-efficacy. According to this criterion there are activity-related, communication-related and personality-related forms of self-efficacy [2].

Personality-related self-efficacy of a psychologist involves his self-appraisal of capabilities and traits necessary to produce designated levels of professional performance and is used as a specific instrument for handling professional matters. Admittedly, those professionally valuable qualities (PVQ) which are most important for personality and career development, seem to be connected with personality-related self-efficacy.



We assume that PVQ are necessary but insufficient without self-confidence in their actualization. Unfavourable self-evaluation of the ability to actualize personal qualities produce barriers at the beginning of work and inactive or avoidance behaviour. Personality-related form of self-efficacy affects a psychologist's desire to achieve his professionally-valuable goals all by himself. Therefore, we believe that personality-related form of self-efficacy is a necessary element in the system of PVQ and a psychological subjective condition for realization of specific features needed for professional performance. It ensures self-sufficiency of PVQ which enables a subject to cope with professional tasks.

We define personality-related form of self-efficacy as a professionally valuable metacharacteristic which can't appear prior to PVQ potentially necessary for successful activity. PVQ are developed first and then promote self-efficacy which in its turn determines favourable attitude to PVQ and confidence in capability to use them as a reliable professional instrument.

Theoretical assumption given above form the basis for empiric research aimed to test the hypothesis about the interrelation between the high and medium levels of any form of self-efficacy and specific PVQ common to psychology students, i.e. personality-related self-efficacy is related to empathy, internality and self-acceptance; activity-related self-efficacy is related to organizational qualities; and communication-related self-efficacy – with communicative abilities and tolerance as communicative PVQ of a psychologist.

Subjects of the research were 67 students (2-nd and 4th-year students from Voronezh University). The procedure included «The Self-Efficacy Scale» devised by M.F. Scheier and J. Maddux, S.R. Pantileev's technique for investigation of self-concept, questionnaire «Communicative and organizational traits» devised by V.V. Sinjavski and B.A. Fedorishin, questionnaire «Level of Subjective Control» by E.F. Bazhin, E.A. Golinkina and A.M. Etkind, Empathy Test by I.M. Yusupov and V.V. Boiko's technique «Diagnosis of Communicative Tolerance».

The accuracy of our hypothesis was partly proved. Self-accuracy is positively interrelated with self-acceptance, general internality and internality in professional performance and interpersonal relations (at  $\alpha \leq 0,01$ ). However, it unexpectedly negatively correlated with general empathy. It might be explained by the assumption that a psychologist who shows a distinct empathy «dissolves» in his patient's troubles, loses his individual self and, consequently, can't feel confident about his professional capabilities. Activity – related self-efficacy is positively connected with organizational abilities which belong to activity PVQ, while communication – related self-efficacy – with communicative abilities belonging to communicative PVQ (at  $\alpha \leq 0,01$ ).

Perspective research on the issue discussed above involves profound analysis of the interrelation between self-efficacy and PVQ of psychology students at different stages of higher education, the development of personal self-efficacy of future practical psychologists, its specific features common to continuous and critical stages during higher education.



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Nikolaenko E.V.

## Complaint: Between silence and speech

The problem of plaintive self-expression exists in psychological practice. It may reveal itself in individual work of psychologist and a client subtly or evidently but is always present. Why is it so important and why does it need to be discussed so particularly?

Because, first of all, in case of professional communication a psychologically stressed aspect is present in identification image of a person, who asks himself: "Am I the one complaining, or the one who doesn't?" And the answer is one-valued for most, since complaint has an image of moral evil or a sign of weakness in social consciousness. Psychologists and their clients fall into a singular trap: on the other hand, one can't describe many problems otherwise than by complaining, on the other hand it exists and actively operates a social "taboo" on this form of speech. Moreover, efforts of real "plaintive" self-expression in psychological interaction can be stopped both by the client himself ("Just don't think, that I'm complaining!"), and by psychologist, when he suggests the client to use special terms in the story of his life and troubles, that rather cliché plaintive speech from position of professional perception, then make it clear.

In all fairness, we have to admit, that acceptance of plaintive form of speech as natural and necessary in client practice gradually pervades in psychologists' professional consciousness [2]. Nevertheless, acceptance of complaint as a normal speech form for psychotherapeutic conversation needs additional grounding, materials for which were found in a small philosophic-philological research, made for the purpose of locating the reasons for dual tension "silence-speech" in plaintive experience. The results are presented to my colleague-psychologists

Necessity of "speak yourself out" as a dependence on the one who can "hear you out" is certainly, a human existential situation. Accordingly, contexts of "speech" and "silence" in plaintive experience (when the necessity of "a tale of bad, that a man knows or feels" is obvious) carry inter-complementing semantic filling for both the author and his addressee. To denote sense and abilities of plaintive speech on the back ground of silence, let's appeal to theoretic speculations of scientists and compare them with our own research conclusions.

M.M. Bakhtin addressed to a silence as a notional "absence of word" and a special logosphere was addressed in due course by; he depicted it as a whole, ceaseless, open and incomplete for outer examination integrity [1; p. 337]. Accepting Bakhtin's image, we'll elaborate that silence as "the other" of plaintive speech necessarily bears an imprint of plaintive context; but then a natural question comes up: Why does speech (the complaint itself) not always appear in a "plaintive situation"? To answer it, it is necessary to elicit and denote situative contexts, that for distinctively "intelligent" silence. On this back ground "notifying the world" of the bad you have will invari-



ably sound as “a suffering and a hope” – this conclusion of L. Moreva about reluctant character of speech in some meaningful human situations is also actual for plaintive communication [4; p. 104-110]. And forasmuch author’s self-expression in a complaint inevitably reflects “degree of inner pain, looking for salvation from its own intolerability” [4; p. 112], then you can speak of such of it’s sign entailment, by which occurs the psychological discharge of subject from the “bad” and living intended “speaking out” to the addressee with it’s help.

In this case the logic of philosophical speculation is grounded by empiric illustration, which was revealed during comparative semantic analysis of words “silence” and “speech” [3, 6]. In particular, historically etymological comparison of words “молчать” (Russian “keep silent”) and “молвить” (Russian historical analog of “speak”) revealed that their initial meaning are different and supposes: a) clemency, weakness, verdancy or even stupidity in “silence”, caused by its ancestry from Indo-European roots \*milk-, \*meld-, \*mold- and connection via those roots with words “young” and “pray”; b) strength and power in “speak”, as it’s Indo-European roots are \*mel-, which means “connect, combine”, and \*mol-, which means “crush, granulate”, in ancient Russian it was used as “gaggle, brawl, care” [6; Vol.1. p. 538-540]. In their turn, words “речь” and “реку” (Russian “speech, speaking”) descend from Indo-European roots \*rek- and \*rok-, meaning “define, collocate, arrange”, and besides definition of speech as a word, they expressed the definition of speech as a thing or even action; in Slavic this sense was projected into words “рок” (Russian “fate, doom”) and “пропок” (Russian “prophet”) with meaning of “divine power, that gives advise” [6; Vol.2. pp. 109, 114]. In most ancient ritual practice semantics of “keeping silent” was defined in connection with the state of primal-nature, which signified in sacred silence as a symbol of immediate mergence of human with the divine, with world soul [3], and was objectified in the images of sky, sun, tree (semantics of “stairway to heaven”), and was also combined with the term of a lonely man’s strength. In the language such silence is initially matched with word “feel” in the meaning of “listen to the divine”, “listen to ancestor”, and the derivative word “feeling” is then interpreted as a simple ability to “sense something deep within ones’ soul”.

Thereby, if “silence” of first kind – is not a right, but a age-based strangulation of the ability to “hold speech”, then speech from this position can be defined as phenomenon of sacred communication inaccessible to young and weak man, which is additionally grounded by semantic parallels “make noise” and “Бог” (Indo.-Eur. \*bag-, Russian “God”) [3]. On the other hand, if the ability to speak is a product of human consciousness, the communication with the divine is only possible through “silence” of the second kind, and this position is proved by ancient ritual practices; although, semantic connections in other modification exist between “make noise” and “ill, bad” [4]; but there is no contradiction here, there is only very deep historically cultural convergence of “ill” and “God”, as soon as shamanic ability to augur was associated with body and soul illness long before even Greek lore.

It’s likely, that choice between silence and speech in plaintive experience not only as apperceived form of behavior, but also as a spontaneous human reaction suggests



development of special relations between author and addressee. Therefore psychologists skill to define complaint author's position in text and use it's features in communication with client necessarily requires additional knowledge about "plaintive" ethno-cultural phenomenon as an epic habit of Russian people of total verbalization of "common-cultural consciousness" via communication and "collective adherence of subjects" [5]

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**Alieva E.F., Radionova O.R.**

## Strategies of education development: new perspectives in modernization period

Seeing a child as a personality in the first place is a major objective of both upbringing and education. Of course, it is important to form knowledge, skills and abilities in children. But it is much more important to form personality of a worthy member of civilized society. From this point of view, new tendencies occurring in Russian education lately are admirable. Personality becomes central object of education, which in its turn is one of priority conditions for onward and effective development of society.

One of most important condition of quality education is presence of development strategies based on wide usage of humane technologies aimed at students' personal development and tolerant relations between education process subjects in educational establishments of all levels.

How can educational establishments be actualized to support and protect child's interests?

Which way must relationship of children and adults be built, so that the world of childhood is bright and physical and psychic health are standard for up growing generation?

It is usually said that every adult is a former child. Undoubtedly, we all "descend from childhood". However, sometimes adults forget that fact, and that is where problems in communication with children start. An oriental saying claims, that before the age of 5, a child is a "king", from 5 till 12 – a "servant", and after – a "friend". Considering specifics of present up growing generation, it can be said that modern child wants to be a full-fledged friend and comrade to adults already at the age of 5. Intrusion, dictate and implicit obeying to adult's demand violates child's rights. This often causes the child to "close" from the world of misunderstanding adults, experiencing obvious psychological discomfort in the process.

Practice shows, that if the conversation about solving difficulties with studies and other spheres of child life begins with "let's think about it together", "how do you think" or "If you don't mind", then it's most likely, that children's attitude towards adults will change: they will be more eager to contact when they feel that their point of view is considered. It is undoubtedly better, when the child sees adult as a friend, and not a mentor, who is right just because he is smarter and older.

It is emotional welfare and psychological comfort that determine psychological health, and are a necessary condition for full-fledged functioning and development of a person during his or hers life, adequate performing of his or hers social and cultural roles, further growth of cognitive abilities and creative potential.

This is especially actual nowadays, when modern society desperately needs gifted creative people, able to adequately meet the requirements of high professional and personal mobility, competitiveness, ready for continuous education and reeduca-



tion in answer to new requirements of society towards profession market, that reflect structural rebuilding of economics and production.

Profession choice is a natural stage of every person's development, just as first steps or words. This is, of course, if the child is loved and cared of, and develops normally. If the child is given normal conditions for his or hers personal development, then professional choice decision is made easily and naturally during juvenile age.

Profession choice problems are just the top of the iceberg of personal problems and a signal of inner trouble. Psychological readiness of a high school student to choose a profession greatly depends on adults. Purposeful forming of values, needs and motives for choosing future profession is necessary for a young man to enter adult life confidently, with certain "landmarks" for life.

What conditions should be created in educational establishments so that learning is successful and children are brought up in an atmosphere of peaceful nature and tolerance, their personalities developed correctly, their professional interests formed?

In terms of Federal target program of education development, Ministry of Education and Science of Russian Federation leads active work on development of innovative approaches to the problem of child's personal development. Some of the new trends in development of education can be shown as a scheme (figure 1.)

Based on analysis of results achieved on the program and newly pointed problems new directions of constant education system development are being marked. They touch on many questions; including those connected with systems of psychological support and development of generally intellectually gifted children in terms of studying in general school with the purpose of satisfying their wide cognitive interests and further development of their cognitive abilities. In this connection, new educational programs of psychological diagnostics of students' common abilities and universal education for high school aimed at forming over-academic learning skills are being developed and applied.

At present moment the most intensive work is being made in the direction of applying methods and procedures of humane expertise and education quality diagnostics to practice in educational establishments. Influence of main educational environment parameters on students' tolerance level is being studied. Methodical manuals for organizing infiltration centers for carrying out humane expertise, specialists developing development strategies for infiltration centers, consulting administration and pedagogic collectives on questions of educational establishments development projects realization are being trained.

The problem of "transferring crisis" pschyco-pedagogic support can be called especially actual. In this connection, properties and parameters of educational environment, that are essential in their influence on psychological welfare and personalities of students, are being deeply studied. New conceptual approaches to solving of this problem from the position of diagnosing and correcting of students psychological state upon forming their professional plans, objectives and value-cense orientation when changing educational environment are being developed.





This is particularly important for building innovative technologies and models, oriented on production development perspective and assuming colonizing those types of work or new profession that are not needed at present moment. Universal models of a professional possessing a set of competitions, necessary for solving a wide range of problems are being created. Special attention is paid to development of methodic and normative basis, manifested in requirements towards professional standard and training of competent specialists capable of solving problems of leading development in system of primary and secondary professional education.

Solving the above named problems is just a first step to bringing trends of innovative changes in modern Russian education to life. Hopefully, the concepts, models, methods and technologies in development will get wide use in work of educational establishments of different levels, and will contribute to the upbringing of young generation, whose personal and creative potential will correspond to modern conditions and tendencies of society and job market development.

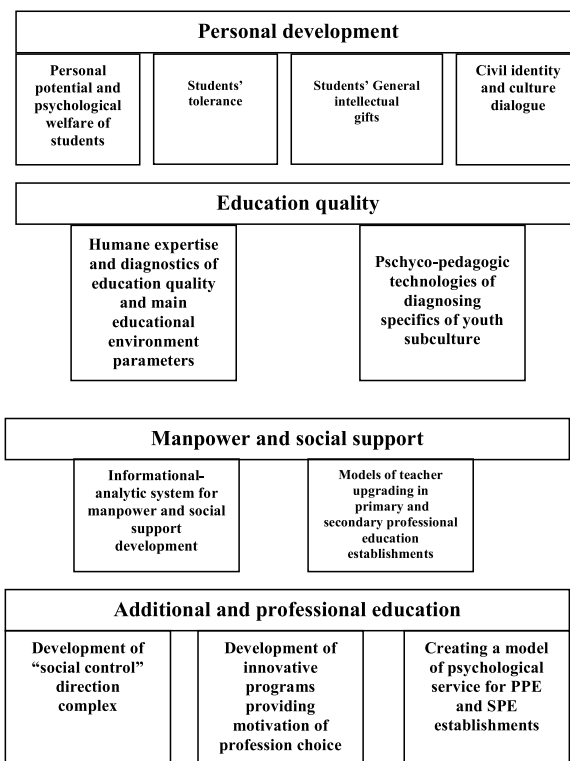


Figure 1. Innovative directions of education development



Salnikova O.U.

## Analysis of particularities of law enforcement officers' poststress states, as the result of work in extreme conditions

The problem of professional activity of law enforcement officers has recently become burning. One of the typical signs of changes taking place in the country is the increase of the number of the extreme situations, their variability, their immensity and heaviness of losses. The growth of the ethnic and religious conflicts, economic and social tension in the society, and growth of the criminal danger have acquired special acuteness. The activity of law enforcement officers, fulfilling tactical and official duties in the areas of extreme situations, turns very often into a combat operation.

The extreme character of employment-related activity in the areas with states of emergency and armed conflicts aren't only dangerous for health, but for the life of

law enforcement officers. However, we think, the main role of menace to physical, as well as psychological health of law enforcement officers doesn't belong to objective danger and objective possibilities to oppose the threat, but to the subjective factor, which consists in their assessment of this situation.

In practice, law enforcement officers, facing real threat, are exposed to strong stress-factors. Traumatic stress is related to the particular form of general stress reaction. In the opinion of E.M. Tcherepanova, traumatic stress is the particular emotion, due to consequences of particular interaction of the man with the environment; this is the normal reaction to abnormal circumstances [Tcherepanova E.M., 1996].

The carried out researches testimony that the posttraumatic stress disorder is the disturbance, which affects several psychological and physiological levels, including biological, behavioral and cognitive components [Tarabrina N.V., Lazebnaya E.O., 1992].

Thus, the influence of extreme conditions of work upon law enforcement officers, upon posttraumatic stress disorders has a multifold, integral character, including not only objective psychological factors, has impact on the mental state of law enforcement officers (danger, suddenness, suspense, new means and ways of work in extreme conditions, speed of actions, lack of time) but mainly law enforcement officers' personality features, subjective factors of PTSD development.

At present they have accumulated a lot of materials related to mental states studies and its influence upon man's behavior in extreme situation (L.P. Grimak, F.E. Vassiluk, N.D. Levitov, V.I. Panov, P.B. Ganoushkin, E.K. Krsnoushkin, G. Celier, A.M. Stoliarenko, M.I. Mariin, I.V. Soloviev, O.M. Deriabina, S.N. Enikolopov, I.O. Kotenev, M.V. Levi, N.V. Tarabrina and others) However, it is necessary to point out, that the impact of the extreme situation upon law enforcement officers, as well as the mechanisms of development of post traumatic stress disorders, are still not enough studied at present.



Starting from the above mentioned facts, we conducted the empirical research, the chief goals of which were to study of behavioral reactions, individual and psychological particularities of the personality of law enforcement officers, experiencing post traumatic stress disorder. As the subject of our study we have taken individual psychological personality features and syndromes of posttraumatic states of law enforcement officers caused by the influence of the extreme situations in the employment related activity. The officers of criminal and penitentiary system of Russian Justice Department and the internal affairs bodies became the object of our study.

During the course of the study we used: self-assessment inventory of relations and emotions system of law enforcement officers, returned from the zone of local conflict; the questionnaire of traumatic stress by I. O. Kotenev; computer program of psychological surveys «Risk-Analytics»; the questionnaire of the character accentuations by Leonhard – Shmishek and the test MMPI.

We supposed that, there is an interrelation between posttraumatic stress disorder and eventful component of psychological traumatic experience «critical incident» of the extreme period, outerly observed behavior reactions, extreme individual professional experience, social and demographic, individual and psychological features of law enforcement officer's personality.

The conducted study let us make the following conclusions. The law enforcement officers who have combat experience are affected by strong posttraumatic stress. Among them the symptoms of avoidance of traumatic experience are of great importance.

The flashbacks of combat experience more, than other kinds of trauma, lead to the development of stable symptoms of growing tension, such as insomnia, irritation, difficulties of attention concentration, which didn't exist before trauma. In the long run law enforcement officers make disruptions at work and have difficulties in building social contacts.

Besides, in the course of the study we received data, according to which psychological trauma connected to work activity, comparing with other psychological traumatic situations, increases greatly anxiety of law enforcement officers when they communicate with their colleagues.

The results of the study showed the interrelation of PTSD-syndrome and unacceptable forms of addiction (alcohol, drugs), suicide, and even criminal behavior of law enforcement officers, having extreme experience of employment-related activity.

Thus, psychological consequences of the participance in the extreme situations are diverse according to their content, form and dynamics. Consolidating in personality structures and behavior, they determine their behavior many years after participation in war events. Negative consequences of psychologic traumatic experience, integrated into the whole symptom, create clinical picture of posttraumatic stress disorder.

To prevent these negative consequences of psychologic traumatic experience it is necessary to recourse to competent interference of psychologists specialized



in psychological prevention, psychological correction, to take active rehabilitation measures at early stages of posttraumatic stress syndrome. We suggest, that complex psychological and corrective influence on the personality with symptoms of PTSD must be made taking into consideration the character and degree of manifestation of defensive behavior. In its turn, the strategy of psychological correction should be based upon working-through traumatic episode, rebuilding of emotional contacts in interpersonal relations and cognitive analysis of basic attitudes.

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**Ponedelko U.F.**

## Organizing of developing “parent - child” cooperation in process of preschoolers’ growth and upbringing

In modern day society, conception of human abilities, potential and aims is changing. A new vision of capabilities and essence of humanity as a whole is born, a new view on human nature as a unified, complex system is formed, the basic terms of pedagogy – education, upbringing, and development – broaden.

Education in pedagogic conceptions is first of all referred to as “actualization of humane in a human being” (Bityanova M.R.)[3], which is only possible in a dialogue between a parent and a child, or a tutor and a pupil. Such approach supposes modeling an education system in which the main role is given to creating conditions for cooperation between the subjects of educational process,

directed on developing value-sense area of personality, instead of traditional translation of knowledge, skills, values, morals, etc. The nature of developing cooperation has been researched by the best representatives of our native humane knowledge (Sh.A. Amonashvili, M.M. Bahtin, L.S. Vigotski, S.L. Rubinshtein, V.V. Rubtsov, G.A. Tsukerman)[1, 2, 4, 8, 9, 10].

Preschool pedagogy gives “child – adult” community a special role in the space of developing cooperation. Preschool age is a very important period in formation and development of personality, when basic personality attributes necessary for self-implementation in any kind of practice are manufactured. A certain level of independence, creative activities along with the experience of solving certain mental and practical problems appear at this period. Other than that, social skills such as bearing other’s opinion in mind, entering a cooperation, being insistent in reaching one’s goals develop too. V.T. Kudryavtsev [6] in his research considers the “child adult” community as an educational process polysubject in which polyphonic relations, implying cooperative and equal universalization of child’s and adult’s abilities in cooperative activity, establish. Thereby, cooperating with valued adults is an important environment factor of child’s development, which allows acquiring communicative flexibility of thought, which, in its turn, provides openness to the outer world, and it means ability to cognate and discover too.

An important role in developing a “child – adult” community is given to family, which is the main and most natural habitat for a child. Family features as an educational factor are described in works of O.L. Zvereva, T.A. Kulikova [5, 7] and others. Family in these authors’ researches is presented as a small group which corresponds to requirements of gradual joining to social life and phased broadening of purview and experience. The saying “everything starts in the family” describes the way of gaining elementary values and points of human existence with surprising accuracy.



Modern preschool science emphasizes the priority of family in upbringing, which is revealed in variety of forms of cooperation and in diapason of values that child assimilates. However, as psychological-pedagogic researches show, not all families realize the whole complex of developing cooperation with a child. The reasons differ: parental incompetence, passive position towards their own child, or over up rated requirements to education establishments. All of these cases require qualified pedagogic help which means increasing forms of cooperation between education and family based on principles of accompanying and supporting parents.

Distinguishing feature of extra preschool education is constant presence of parents together with the child. That leads to expansion of "teacher – child" developing space into that of "teacher – child – parent". Mastering this polysubject space implies using innovative forms of organizing cooperation between education establishment and family.

Taking into account the features and capabilities of extra education system, a special laboratory for working with parents was created in the Children and Youth Creative Activity Center "The City of Joy". The laboratory was set up for creating "adult – child" developing space in establishments of extra education. Projective approach lies in the basis of laboratory activity. Using projects in the educational process allows providing integration of different order not only in it's subject areas, but also in the activity of all subjects of educational process (teacher – child – parent) and other.

Several main directions in laboratory work have been chosen. They are: psycho-pedagogic consulting on education problems, upbringing and development of a child, organizing collective creative activity with parents and children, involving parents into realization of child's individual educational route in extra education establishment, designing educational projects for parents, organizing practical work, round tables and express-conferences.

So, for example, realization of project "The walking one will manage the road", according to pedagogue-psychologist N.S. Shamaeva, suggests organizing psycho-pedagogic classes for parents aimed at forming and developing skills of cooperation with children and working out a position towards child's problems. The work of discussion club "Children and parents: together or apart?" helps overcome certain educational barriers, appearing in the family. Designing and realization of childrens' and parents' co-projects in "Create, invent, try out" creative workshop allows to strengthen the connection between different generations in family, creating conditions for expanding communicative space between teachers, children, providing not only saturation of social environment with emotionally valuable events, but also living these events together with close adults.

Parents involvement causes interest for discovering their selves and their children in them, heightens their cultural competence in up bringing a preschooler, due to which they become a real subject in education process, no the declared one.

To trace efficiency of laboratory methods and forms of activity, a package of diagnostic methods is being developed. Results of tests on parents show that organizing



laboratory invoked their activity in educating space of extra education establishment, their competence in psychology and pedagogy increased significantly. Besides, creative co-activity in teacher - child – parent triad allows integration of different order in “nearest development” zones of both child and parent. Hereby system work with parents is one of the most important directions in upbringing of preschoolers in extra education establishments.

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**Mouratova M.A.**

## Ability to logical problems decision of preschool aged children

The problem of thinking development in childhood is a traditional one for psychology. We can find it in works of G. Piage, N.N. Poddyakova, T.I. Ovchinnikova and others.

In works of these researchers were found different regularity of formation and functioning of conception, eye-minded thinking. And at the same time questions in connection with development of ability to logic, time perspective analysis, solution of logical tasks present the problem field in studying thinking in early childhood. Especially It makes a problem in research of peculiarities of child thinking development with general speech disorders.

Researches of Russian and foreign authors (A.L. Vegner, R. Olver, G. Piage, L.S. Vigitkiy, A. N. Leontiev, E.M. Mastukova, T.A. Fotekova and others) let us find out the range of characteristic features of child thinking with speech disorders: children have a delay in language and logical thinking development, children have difficulties in acquiring of thinking process without special education, mainly analysis and synthesis, comparison, generalization, rigidity of thinking is a characteristic of many children.

The purpose of our research is to study features of logical problems decision by children with general speech disorders. The plan of our research is connected with the assumption that children of preschool age with speech impairments have certain features in the development of cogitative activity which appear in the decision of cognitive problems.

"Establishment of sequence of events" method has been used for studying features of the logical problems decision.

This method consists of two series of subject pictures which differ in complexity. The first series - "The Snowman" - consists of four pictures and it is most simple. The second series is - "The Boy" - the most complex in construction of a subject line, casual and time relations. A series of pictures is offered to a child which display on a table by turns in casual order. The child gets 4 points for correctly combined 4 pictures, 6 points for correctly combined 6 pictures.

Our research was held in Preschool education institution № 60 and №223 and was divided into 2 stages. First stage was diagnostics of logical thinking of two subgroups (5 and 6 years old) children with the general speech disorder. These groups went under correctional education using Filicheva T.B., Chirkina G.V.'s program [2]. The given program is planned for 2 years of education. Within the frame of our research control tests were made in the beginning and in the end of each year of education. The second stage was diagnostics of logical thinking of two subgroups (5 and 6 years old) children with the normal speech development, corresponding to the age, who studied general educational programs.





Analyzing data of our research by results of the first series of this method we observe distinctions in average index: comparing average index of normal and speech disordered 5 year old children in the beginning of academic year, we see 3,2 and 2,8 accordingly. Thus, we notice that children with problems in speech development coped with the decision of problems on establishment of sequence of events a little bit better.

The level of complexity of the task with definition of sequence out of 4 pictures is normally accessible to children of 4,5 - 5 years old [1]. Analyzing results, we can say that speech disordered children by 5 years form ability to define correct sequence of events. Hence, there is a process of logical components formation of thinking with speech disordered children. At the end of academic year of correctional education 5 and 6 years old children with general speech disorders and normal speech development children successfully coped with the task (in one and the other group accordingly), but at the beginning of the second year of education in relation to these data, the average score became low in both groups (for 6 years old speech disordered children  $X_{av.} = 3,6$ ; for 6 years old children with normal speech development  $X_{av.} = 3,1$ ).

Thus, we can assume that decrease in results, in relation to final results at the end of the first year of education, may be influenced by the break in the education process (as there are no classes during summer). At the same time, obviously, children with speech disorders have skill to establish logical relations for a long time.

The operations of logical events formed during correctional education and without it are not significant. But, all the same, children with speech disorders have ability to logical thinking. Correctional education forms intellectual, cogitative actions, and is more steady, decrease in results not so much high in comparison to children with who education was not spent to.

By results of 2-nd series of pictures we observe the following data: low results show 5 years old children with normal speech development ( $X_{av.} = 1,75$ ) than 5 years old children with speech disorders ( $X_{cp.} = 2,7$ ). But thus at the end of the first year speech disordered children have reached 4,2 points in ability to logical decision of problems, and children with norm speech development - 2,5. 6 years old children, at the beginning of 2-nd year of education, both speech disordered children and children with normal speech development show such results ( $X_{av.} = 3,0$  and  $X_{av.} = 2,9$  accordingly).

We interpret received results as follows: the big decrease in development of ability to define logical sequence with speech disordered children at the beginning of 2-nd second year, shows us that the generated skill of logical problems decision turned out to be unstable and as soon as education process was stopped, children have shown low results.

These low results ( $X_{av.} = 3,0$ ) almost coincide with those results which 5 years old children with normal speech development showed at the end of the year (2,5) when they were educated under the general educational program. By this we want to say that a result of correctional education of speech disordered children was a formation



of skill to logical problems decision. The educational effect on development of thinking process is less than in general educational programs.

Thus, the ability to logical problems decision is not sensitive for 5 years old children what the facts tell us about at which the skills received during education differ in instability and after the termination of education skill is not so well kept.

For 6 years old children the establishment of logical relation in structure of thinking activity answers age norms. That education effect which will be reached as a result of correctional education, it practically does not decrease with speech disordered children and practically coincides with norm results.

Thus, possessing to the full of preconditions for development of cogitative operations, it is required to children more time and efforts for formation of such complex processes. Therefore, owing to special education we observe dynamics in mastering by the analysis, synthesis, comparison and definition of sequence of actions.

As non formation of thinking having speech disorders in most cases on a degree of expressiveness is connected with weight of speech defect [4] It is possible to draw a conclusion, that, raising a level of speech development with children, processes of thinking are formed also. As research has shown, there are certain features in development of ability to logical thinking formation with speech disordered children.

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**Degtyarova T.S.**

## **Integration Potential of Foreign Languages as a Teaching Subject**

A language serves as a means of storage and transfer of knowledge from one generation to another, and this includes all the accumulated knowledge, not merely linguistic. Due to that reason, a foreign language can be integrated with natural sciences and liberal arts in teaching. It can also be used to acquire knowledge related to history and literature as well as all the areas of practical activities and arts.

Informatization is a global social process characterizing the current development stage of the modern society and one of its particular features is integration. Therefore it has become necessary to review the established structure of scientific knowledge and develop new teaching approaches. One of the possible solutions for this problem is to develop integrated courses and programs.

According to F.G. Khisamendinova and R.G. Zakirova, the number of integrated programs involving linguistics is much lower than the number of integrated courses related to natural sciences. This can be easily explained: unlike natural sciences that have long been established as individual disciplines, linguistics became a separate area of scientific knowledge much later [2]. According to I.Y. Zimnyaya, one peculiar thing about foreign languages as a teaching subject is the lack of subject itself. It is studied as a means of communication, whereas topics and situations for discussion are introduced from without. This is exactly the reason why scientists remained skeptical about integrated language courses for a long time [1]. However, at the moment the process of integration involving foreign languages is developing actively. Integrated linguistics courses include not only languages but also history and arts. Such programs increase the motivation for students studying foreign languages and develop their imagination helping them transfer and generalize information belonging to different areas of knowledge and sciences as well as develop an integrated understanding of the world and they create a special interaction space in the process of teaching.

The integrated approach helps teach people how to communicate in the real-world setting as they use their speaking ability and it points out how speech is used in everyday situations. It is no secret that when students who majored in subjects other than linguistics graduate from universities and colleges and start working they experience a lack of professional foreign language vocabulary in their respective area, which hinders successful professional communication in a foreign language environment. The primary reason is that it is hard for students to apply their knowledge of the foreign language in the professional context as well as to apply their professional knowledge when they study the foreign language [1].

The problem described above substantiates the expediency of the integrated approach in professional training of future specialists in a foreign language based on the



relations between the subjects and ensuring professional, practical, and communicative emphasis of the training course.

Integrated programs based on broad literary, musical, and artistic information provide a multi-dimensional understanding of the reality and demonstrate the role of the language as an element of culture. Yet it should not be forgotten that the major goal of integrated language programs is not simply to sum up the knowledge of the language but rather to discover the correlation and external connections with other areas of knowledge as students learn to solve problems related to their professional activities.

The results of the analysis of the existing foreign language courses lead to a conclusion that the potential of foreign languages as a basis for subject integration may result in highly effective foreign language training if integrated teaching methods are applied. We believe that such training must be started at the early stage (first years of studying) and continue until the graduation. As students finish one course and move on to the next one, the knowledge can be integrated in the teaching program starting with special terminology borrowed from foreign languages and ending with student performances in foreign languages.

The discussed process of developing a teaching approach can be illustrated by a number of examples from our practical and experimental experience.

By involving a foreign language in the painting course, we provide students with an opportunity to imagine that they are part of the action thus encouraging them to share their ideas, thoughts, and feelings. Making posters, models, and newspapers with arts students makes them express and enhance their understanding of the surrounding objects as well as use their thinking and speaking abilities.

Another interesting example is practical classes related to outstanding personalities in arts. Students majoring in arts, drama, or vocal performance can communicate in a foreign language, which encourages them to master the language and apply it as a means of communication when they interact with students from other departments. In this respect, the scope of opportunities related to integration during practical classes is wide. The topics include the history of music, theater, and arts (stories about musicians, opera singers, artists, and actors; stories behind masterpieces), etc. Discussions can also be related to imaginary and actual situations since the arts are not only part of the external environment but also the professional area for students of such schools.

Integration of regional geography, study of local lore, and socio-cultural studies bring the contents and the forms of teaching up to date and ensure the accumulation and storage of knowledge and the ability to apply them in any circumstances. There are many topics that can be discussed involving this kind of knowledge. Some examples: Countries speaking the specific foreign language – geographical location, political system, and cultural life; Capital cities of the world; History of the Bolshoi Theater; Traditions in the countries speaking the specific foreign language; Traditions of the homeland; Famous people of the country; Golden age in the history of the Russian arts, Elements of street arts in your country.



By discussing such topics in class, students studying foreign languages apply their knowledge of different subjects, both fundamental and professional – history, geography, economics, and sociology. This way, the same problem can be studied from different angles. For instance, when students study the story behind some piece of art, they first need to learn about the relevant historical period, the biography of the author, and then the story how the piece was created; this way, they get a multi-dimensional view of the reality. The objective of the students is to apply all their knowledge as they express their thoughts.

Thus, teaching a foreign language in an integrated environment helps students diversify their knowledge, improve their education and manners, which can be achieved by uniting educational, training, and development capabilities of different subjects, and it also helps them gain a more full understanding of the world, in which a foreign language is a means of learning and communication. I would like to emphasize that the purpose of a foreign language course is to prepare students to take part in intercultural communication related to social, political, and professional topics.

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Kara Z.J.

## The features of development of teenagers' sense-creation in the process of art creativity

Nowadays in the majority of educational work the preference is given to development of analytical and logic thinking of children to the detriment of figurativeness and intention. The modern theory of sense introduces a new sight at development of the child taking into consideration all aspects of his / her essence. Sense-creation acts as personal development, self-development, and self-comprehension. I.V. Abakumova notes that in sense-creating sphere of pupils «the sense of the phenomena and processes comprehended by them is conceptually comprehended, and argumentation is taken from the entire sense-creating sphere» [1]. Meaning in educational process prevails over activity and sense-creation is considered as an impulse of sense development in the course of which a lot of factors influence on its formation. One of the factors also is the art perception.

The important element of sense-creation in the training process is a formation of self-consciousness of a child, his or her life-creativity. The feature of art perception is characterized by a constant orientation to a sense acceptance of works of art, to creation of the artistic images expressing an emotional-intuitive estimation of subjects and phenomena of outward things (Volkov N.N.), and it is also manifested in personal creativity [2]. This important feature displays in life and character of everybody who perceives. The art perception with its inherent figurativeness, emotionality and presentation is a favourable presupposition of development of sense-creation at younger teenagers. According to the opinion of A.N. Leontjev «Actually during perception the process of subjective reflection of the objective world and the nature of this reflection are being focused and concentrates» [4].

The self-consciousness of a teenager takes him or her out to the stage of life-creativity, i.e. to the level of expansion of the world, vital relations because contexts of values and world's comprehension are extending [3]. D.A. Leontjev considers art experience is shown in objective interaction with a work of art [3]. According to the opinion of J.M. Shor, the art product has an ability «to revive» in personal consciousness, being transformed to the property of epy consciousness. Then the comparison of personal sense-experience and sense-experience of the artist is occurring further that leads to catharsis [6]. Transformation of catharsis's effect into experience of the subject is a reflection of deep sense reorganization in the sense sphere of a person. The sense reorganizations occurring under the influence of touching with art are important for overcoming crises of the person. Art allows outliving these crises calmly and painlessly, multiplying person's comprehensions of the reality, and the world.

Sense-creation of teenagers is characterized by processes of forming their outlook, their own senses and personal values, coming into being a system of sense regulation [3]. It means that a person starts reaching a level of sense self-regulation which



is based on an opportunity of grasp of the world as a whole in person's view; an own, independent opinion, aspiration for taking vital decisions independently and bearing the responsibility for their realization are appearing in him or her; sense-carrying values are crystallizing and structuring in his or her consciousness [3]. The sense sphere of a person is «a sphere of personal senses which launches psychological mechanisms of self-development of a person, underlying formation and realization of individual talent» (P.N. Ermakov, I.V. Abakumova and E.M. Azarko). In order to survive in a situation of constant changes and to be able to react to them adequately a person should develop him / her in creativity, and live his / her creative potential [3]. Expression of personal uniqueness is directly connected to experience of personal conformity with life and to experience of its comprehension. Development of sense-creation of children possessing creative abilities represents one of the central lines of personal development; it allows a person to show his / her realized individuality, uniqueness, together with a set of personal values and comprehension of life. One of the constituent components of sense-creation is a motive as a fundamental principle of the given process having a great value in educational activity. Motive as a need which has become an inducement to action stimulates to further action. D.A. Leontjev considers that sense-creation is displayed in some regularities such as structuring person's orientations, passing of process in «motive – purpose» system; the concept of operational sense leads to «purpose – condition» system which is a peculiar reflection of transformations of the situation; there is a structural connection between motives that have different degrees of generalization; and there is a process of spreading sense from leading structures to special ones, to particularly expanding activities. During the process of creative activity there is a formation of sense-creation of teenagers. A special sensitivity to undistinguished details in their environment is observed, a «sensory culture» is developing, and the world is perceived colourfully in all its variety. The reality is perceived generalized, brightly, emotionally, together with understanding the main thing, essence. The sphere of associativity basing on figurative, emotional memory has become more active and metaphoricalness is shown. Development of independence in world's perception is displayed in originality of action. There is an ability to organize a voluntary attention, i.e. a movement from involuntary to voluntary and post-voluntary attention without any efforts for the organizing a creative activity. The interrelation of character and abilities of a person leads to forming entire structures which increase life-creativity of a person. The important component of forming an interest to the object is art (emotional) experience. Psychological features of teenagers are directed on satisfaction with work and closely connected to a self-estimation, i.e. person's orientation is formed of the motives, interests, values, sense-creation, self-comprehension [3]. As A. Maslow has said psychological features of creative teenagers are shown in realizing their self-actualization, «a person should be that whom he or she can be» [5]. According to A. Maslow, self-realization of a person is «an entire use and development of personal abilities and opportunities». Processes of sense-creation are determined by both own logic, and «another logic» which acts as logic of



sense. In early ontogenesis there is a formation of cognitive structures which organize attitudes to the world, sense experience. The deep structures of mentality influence on dynamics of sense, distort space, i.e. there is a distortion of space by means of «form-building regularities» which determines development of sense ties [1]. Structures of self-consciousness can motivate, i.e. induce to a definite activity, in this case art activity.

Thus, it is possible to say that during the process of creative activity there is a formation of sense-creation of teenagers, which is characterized by processes of creating their outlook, their personal senses, personal values, by formation of the system of sense-regulation shown in realization of self-actualization.

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