

**RUSSIAN  
PSYCHOLOGICAL  
SOCIETY**

---



**RUSSIAN  
PSYCHOLOGICAL  
JOURNAL**

Vol. 5 # 2

Moscow  
2008



---

## Russian Psychological Journal

**Founder** – Russian Psychological Society

**Editor in Chief** – Y.P. Zinchenko

---

### Editorial Committee

G.V. Akopov	M.I. Marin
V.M. Allahverdiv	E.B. Pereligina
D.B. Bogoyavlenskaya	L.M. Popov
A.M. Chernorisov	A.A. Rean
M.G. Debolsky	V.Y. Ribnikov
D.I. Feldshtein	V.V. Rubtsov
A.V. Karpov	V.D. Shadrikov
V.N. Kiroy	V.A. Shkuratov
E.A. Klimov	A.I. Shmelev
N.I. Leontyev	T.P. Skripkina
M.Sh. Magomed-Eminov	S.D. Smirnov
M.N. Malopheyeve	L.A. Tsvetkova
	Y.M. Zabrodin

---

### Editorial Board

I.V. Abakumova	Ch.A. Izmailov
A.G. Asmolov	V.A. Labunskaya
T.Y. Basarov (Deputy Editor)	A.B. Leonova
M.M. Bezrukikh	E.A. Sergiyenko
A.A. Derkatch	A.Sh. Tkhostov
A.I. Dontsov	M.S. Yegorova
I.V. Dubrovina	P.N. Yermakov (deputy Editor)
	A.L. Zhuravlev

---

**Executive Secretary** – E.V. Belugina

**Managing Editor** – L.V. Sherbakova

**Page settings** – I.V. Kubesh

---

### Address of the Publisher:

Nagibin Av., 13, of. 243,  
344038, Rostov-on-Don, Russia  
Tel. 243-07-67; fax 243-08-05  
E-mail: rpj@psyf.rsu.ru

### Founder Address:

Jaroslavskaia, 13  
129366, Moskova, Russia  
Tel. 283-55-30; fax 283-55-30  
E-mail: rpo@psychology.ru

---

ISSN 1812-1853

---

No part of this publication may be reproduced without the prior permission of the copyright owner

---

Editorial board is not responsible for the quality of translation into English.

---

**Contents****Our authors**

4

**Chapter***Bazarov T.U., Aksenovskaya L.N.* Organizational culture management

5

**Chapter***Osadchuk O.L.* Interrelation of the system organization of self-control with professional reliability of teachers

13

*Trinitatskaya O.G.* Organizational - pedagogical conditions and criteria of efficiency of formation of the developing environment of general education establishment

20

**Chapter***Yuzhaninova A.L.* On the structure of judicial and psychological examination

31

**Chapter***Demidova I.F.* Living world as a base of professional formation of students

38

**Chapter***Boguslavskaya V.F., Zaitsev I.V.* The Social-constructionistic approach in research of political identity

49

**The young scholars***Fastovtseva Y.V.* Success as the parameter of development of professional-psychological culture of the teacher of the higher school in conditions of modernization of education.

55

*Myshenina G.V.* Specificity of valuable orientations of the modern teacher

58

*Zinik I.N.* Results of introduction of the program "Development of reflexivity"

61

*Shypovskaya V.V.* Interrelation of helplessness and personal properties at the senior teenage age

63

*Shishkina I. L.* The motivation of learning activity on basis of pedagogical testing

66

*Levchenko A.A.* Procedure of the correlation of pedagogical objects with the qualimetric characteristics

69

*Solomko A.D.* Development of game skills аутичных of children by means of adaptive physical training

72

*Kaptz I.V.* Introduction of the competence approach in the secondary vocational education

75

*Gizitdinova A.A.* Gender synchronistic functional between-level structures of integral individuality of agricultural-industrial college students

78

*Scherbakova L.V.*

81



## Our authors

**Bazarov Takhir Usopovitch** – Doctor of Psychological Science, Professor of MSU, first Vice-President of RPS  
Business address: 11/5 str. Mokhovaya, Moscow, 103009  
telephone: (495) 6295749

**Aksenovskaya Ludmila Nikolaevna** – Candidate of Psychological Science, assistant professor of the psychological department of philosophical and psychological faculty of SSU named after N.G. Chernishevskii (Saratov)  
Business address: 8 str. Astrakhanskaya, Saratov, 3410026  
Telephone: (8452) 225112 e-mail: aks@s-post.ru

**Osadchouk Olga Leonidovna** – Candidate of Pedagogical Science, assistant professor of professional pedagogics, psychology and management of Omskii State Pedagogical University  
Business address: 14 quay Toukhachevskogo, Omsk-99, 644099  
Telephone: (3812) 231220. e-mail: ool58@mail.ru

**Trinitatskaya Olga Gavrilovna** – Candidate of Pedagogical Science, professor of pedagogical department of Rostov regional Institute of educational staff development and further training.  
Business address: str. Gvardeiskii 2/51  
str. Dolomanovskii, Rostov-on-Don, 344011  
Telephone: (863) 2675600. e-mail: trinitatskaya@yandex.ru

**Uzhaninova Alla Leonidovna** – Candidate of Pedagogical Science, assistant professor, the deputy of the head of the department, the head of the laboratory of psycho diagnostics and expert studies at the department of legal psychology and forensic examination of Federal State Educational Institution of Higher Professional Education «Saratovskaya State Academy of Law».

**Demodova Irina Felixovna** – Candidate of Psychological Science, assistant professor of the theoretical and applied psychology department of Taganrog Institute of Management and Economics  
Business address: 45 str. Petrovskaya, Taganrog, 347900  
Telephone: (8634) 38-33-60. e-mail: idema@list.ru

**Boguslavskaya Viktoriya Fedorovna** – Candidate of Psychological Science, assistant professor of general psychology department of psychological faculty of SFU.  
Business address: build.13 ave. M. Naguibina, Rostov-on-Don, 344038  
Telephone: (863) 2300994. e-mail: c\_privetom@list.ru

**Fastovtseva Julia Vladimirovna** – the director of the polytechnic training college NCCBEIT (North Caucasus college of Business, engineering and informational technologies)  
Business address: 62 str. Dzerzhinskii, Armavir, Krasnodarskii region , 352900  
Telephone: (86137)3-32-79. e-mail: fastovtseva\_ulia@mail.ru

**Mishenina Galina Vladimirovna** – Candidate of Pedagogical Science, senior teacher of Rostov regional Institute of educational staff development and further training .  
Business address: str. Gvardeiskii 2/51  
str. Dolomanovskii, Rostov-on-Don, 344011  
Telephone: (863) 2675600, 269-51-65. e-mail: ipkpro@aaanet.ru

**Zinnik Inna Nikolaevna** – senior teacher of the psychological department of Russian State Social University  
Business address: av. 9 Kalinina, Piatigorsk, Stavroposkii krai, 357500  
Telephone: (8793) 346259. e-mail: zinnik.06@mail.ru

**Shipovskaya Victoria Vladimirovna** – senior teacher of the department of social and consultative psychology IEM MSF (Institute of economics and management in medicine and social field)  
Business address: 218 str. Sadovaya, Krasnodar, 350063  
Telephone: (861) 2523451. e-mail: AGuseinov@yandex.ru

**Shishkina Irina Lazarevna** – senior teacher of the department of the natural sciences of Slavianskii-na-Koubani state pedagogical institute  
Business address: 200 str. Koubanskaya, Slaviansk-na-Koubani, Krasnodarskii krai, 353560  
Telephone: (86146) 31135, 43042, 43046  
e-mail: kaf-med-bio@mail.ru

**Levchenko Anastasia Alekseevna** – teacher of ICT, gymnasium № 25  
Business address: 5a str. Pogodina, Rostov-on-Don, 344038  
Telephone: (863) 2451895. e-mail: SLC25@aaanet.ru

**Solomko Alla Dmitrievna** – teacher-psychologist municipal educational institution «Primary school – kindergarten № 214» of compensative type  
Business address: 192 str. Uralskaya, Krasnodar, 350058  
Telephone: (861) 236-97-03. e-mail: veva\_2000@mail.ru

**Kapts Irina Valerievna** – supervisor Federal State Educational Institution of Secondary Professional Education Taganrogskii polytechnical college  
Business address: 109a str. Petrovskaya, Taganrog, 347904  
Telephone: (8634) 611833 e-mail: politex@tagan.org.ru

**Gizitdinova Anzhela Akhmatovna** – post-graduate student of the department of psychology and pedagogics of Permskii State Institute of Art and Culture  
Business address: 18 str. named after "Gazeta "Zvezda", Perm, 614000  
Telephone: (342) 2123794. e-mail: 745@perm.ru

**Tsherbakova Larisa Vladimirovna** – teacher of socio-psychological department of South Federal University  
Business address: r. 243 build.13 ave. M. Naguibina, Rostov-on-Don, 344038  
Telephone: (863) 2430767. e-mail: larisa2210@bk.ru



---

## Psychology of organization

---

**Bazarov T.U., Aksenovskaya L.N.**

### Organizational culture management

*This article represents discussions about organizational culture management at methodological and technological levels. It is shown, that the best practical decision in search for the effective technology of the organizational culture management is the synthesis of order technology with improvisational approach in management psychology.*

**Key words:** *organizational culture, management, creativity, improvisation, holarchy, order technology, synergetics, systems approach.*

#### **Introduction**

Organizational culture is the field of practical and theoretical interests of social psychology, in spite of the all difficulties of scientific knowledge of culture phenomenon in whole; it is the most perspective direction of the interdisciplinary collaboration of organizational theory, management, culturology and psychology.

The theoretical and practical work in the field of the organizational culture has passed some levels. Each of them actualizes their own problems and goals, whose decision, on one hand, reveals the next current problem, requiring solution, on the other hand, allows passing to the new, higher level of comprehension of socio-psychological features of organizational culture. From theoretical point of view, organizational and cultural studies continue to develop from consecutive individual explanatory models towards integrative explanatory models and further – to methodology and epistemology studies. At present these theoretical questions have become extremely acute. From practical point of view, represented by consultants dealing with management and organizational development, first of all, we have to reconsider the unjustified consultants' position, which can be summarized in the artless cliché: «Give us money and we'll do everything for you». The experience shows that, this approach doesn't give any significant results. It is impossible to achieve something principally new without the most important condition – deep changes in attitudes, thinking and the way of life in whole of our managers. Thus, the search for new, more adequate approach to practical work with organizational culture is priority task today.

The aim of the article is to discuss the problem of organizational culture from the point of view of two current problem existing at two levels – methodological and technological.



### **Systematic view at the problem of the organizational culture management**

Let's examine in brief three questions: systematic view over organizational culture, management and management of the organizational culture. The organizational culture is the system, that is to say, the integrity with particular features, made of the elements and subsystems with particular features. From socio-psychological point of view inside organizational and cultural systems they distinguish: the level of leader's personality (and personality in general), the level of administrative team (and the small group in general), the level of the organization in whole (the level of the large group). These levels can be considered simultaneously and as subcultural subsystems of organizational and cultural system. Each of them has his own specific goals, values, attitudes and etc.

The system understanding of management is connected to the representation of management as the activity aimed to transform the system from existing to desirable state (in our case – organizational and cultural system).

So, the management of organizational culture will mean:

- 1) we have a coherent pattern of desirable state of organizational culture at all levels and we give it the status of the goal;
- 2) we have a coherent pattern of existing state of organizational culture at all levels and we give it the status of the "problem state", resisting the development of organizational and cultural system;
- 3) we create algorithm program of transmitting organizational and cultural system from the problem to desirable state, we coordinate this program at all systematic levels and teach those skills which lack for subsystems functioning;
- 4) and finally, we set to program realization, using the feedback path at each stage and check and correct actions until we achieve the object in view. The attained aim is the sign of changes in culture and efficiency of management impact.

What's the matter? – Organizational and cultural system consists of people. But people do not change according to linear laws of the theory of systems. G. Bateson asked the following question to illustrate the comparison of physics and psychology: «Why, if you kick a can, it will fly in prescribed direction with the given acceleration, and if you kick another physical object – a dog – the result can be unpredictable?».

The system approach has its limits. Simple decisions and actions can have very difficult consequences.

### **Synergetic approach to the problem of the organizational culture management**

Synergetic approach is the approach which can overcome the limits of the systematic approach and simultaneously can keep its advantages. Here organizational culture is the sophisticated, self-developing system, and it is impossible to impose the ways of the development. It is necessary to find its own tendencies of the development and contribute to them. Thereby all the development of organizational and cultural system is carried out through instability, bifurcation, fortune. Macro processes can influence the actions of each individual in the state of instability.



Organizational culture management is not the issue of the influence force (the force of logics or the force of the will), but the correct structure of the influence. Then small, but correctly organized (resonant) impact, gives considerable effect.

Nonlinearity, for instance, in strategic management, is treated from psychological point of view: «Particular advantage of nonlinearity strategic management consists in the fact, that it is based upon intellect and psychology. The idea of the nonlinearity actions is closely connected to all influence problems of one mind upon another. The use of the nonlinearity strategy suggests declension from stereotyped groupthink and application of non-standard and efficient administrative decisions» [4, p. 5].

In national social psychology the issue of nonlinearity is developed in the works written Bazarov T.U., dedicated to creativity and improvisation in the management [3]. Particularly, among the competencies of the manager -improvisator the author cites the musical ear, which is typical for all music fans. The opportunity to see organizational culture management, in the context of musical/nonlinear approach, for instance, as to conduct a jazz band, let us if we do not understand, but at least feel, how the system scheme of management of the organizational culture may and must be amplified by the improvisation abilities of key "players"- managers. Like music for music fans and performers, culture can grow and mature inspirationally, easily, spontaneously, not suppressing, but liberating emotions and creative energy of participants, giving pleasure and joy.

### **Holarchy by K. Wilber as the way of catching organizational culture**

In the situation when the discussions about different approaches towards the studies of culture phenomenon never stop, and organizational culture is our particular concern, the concept works which propose integral models attract our attention. In modern psychology there is such a conceptualist- integral theorist without doubt, it is K. Wilber [5]. If we appeal to some of his key ideas, it allows us to observe the problem of search from the new point of view, creating conditions for relatively quick and effective changes in "life strategies" of the managers, and also to find the method to realize these changes.

The key process of the universe (Kosmos) according to K. Wilber is the process of the development (evolution). Boundless process of the development is the Spirit, which exist and manifests itself at the concrete stage of the development. Human society evolution, its particular communities and concrete people is only a part of this process.

Reality in general, and human reality specifically, doesn't consist of the things, but processes, of holons (term which came from the writings of Arthur Koestler: it seems every entity and concept shares a dual nature: as a whole unto itself, and as a part of some other whole). So, For example, a particular person is a whole and at the same time a part of the group of people. We can treat the small group (organizational department) so as a part of the large group, organization and etc). Thus, holon is a man, and a group, and all the mankind. All the holons have such characteristics as organiza-



tion (ability to maintain the entity facing the dangers of the environment) and interaction (taking part into interaction as a part of the whole). Spirit (as a moving spring of being) pulls through itself creative energy, holons permanently appear, they do not appear accidentally, they appear by force of creativity (creativity makes Kosmos, hazard doesn't do it). Holons exist in holarchies (title given by A.Koestrel for natural hierarchy as the growth of order, holism and entity). K. Wilber writes: «All the evolution steps represent holarchy, the process of entity and transcendence increase, it represents rank correlation at all levels of entity.» [5, p. 62]. Example: atom– molecules – cell – organism–ecosystem. Целое одного уровня становится частью на другом уровне: «Each senior holon, - remarks K. Wilber, transcends but includes its juniors, so that this is a conception of wholes within wholes. The evolution is when higher realities emerge from the lower ones which are not reducible to the lower cognition of unity, holism, dynamic dialecticism, or universal integralism...» [5, p. 63-64]. Higher levels are physically larger and contain prior levels volumetrically, showing new characteristics.

K. Wilber demonstrates the difference between normal hierarchy (holarchy) and «pathological hierarchy of domination». The last one results from the attempts of the separate holon to quit its place in holarchy and start ruling the entity (cancer cell, dictator-fascist and etc.).

The holarchies are characterized by their depth and span. The number of planes is called the depth of the holarchy, the span is the number of holons at each plane. The greater the depth, the less span (example: there are less organisms than cells; there are less cells, than molecules; there are less molecules than atoms, there are less atoms than quarks). To describe this evolution effect K. Wilber uses the term of «evolution pyramids», the main principle of which lies in the fact that the size of population with bigger depth decreases. The higher plane has the characteristics of the lower level (includes them), but it also has his own (new characteristics), which did not exist at lower level, he tries to transcend initial ones. The depth and consciousness become synonyms. The evolution has some «secret impulse»: the increase of the depth, growth of inner entity, development of conscious.

The above stated ideas of K. Wilber allow considering organizational culture as a holarchy, it means evolving, developing complex of the interpenetrating in each other holons. At the physical level there are some individuals, groups of people, collaborating with each other, in the context of the formal structure, and informal one too. At the psychological level holons are interior models, knowledge, representations and senses that individuals and their groups share. In socio-psychological aspects holons are existing relations and schemes of the interaction. K Wilber calls these types of holons “aspects”, planes of the unique holon, which according to analysis level, when we examine the phenomenon of organizational culture are however people and groups of people.

The development of organizational culture and the business itself, from this point of view is not the same thing. If the business development can be quantitative (more clients, more equipment, more products, more money), the organizational culture





development, first of all, is qualitative change. It comes through permanent identity formation at conscious level, as the result individual and collective consciousness becomes deeper. Thereby holons as the numbers of people and groups, endowed with epigenesis, decreases in proportion to each next level.

Then two questions arise: does this evolution pyramids" contribute to business goals achievement? What does this concept of the holarchy add to our knowledge of organizational culture management?

If we want to find the answer to the first question, we should remember that the goal of the business is 1) growth of income and 2) increase of benefits. Further let's carry out a conceptual experiment. Let's imagine the man, who decided to start up some business (for instance, manufacturing and sales of milk products) and who possesses the necessary sum of money. Let's anticipate, that environmental factors are favorable and stable for the project realization. Let's introduce the extra condition, which will divide the situation into two parts: a) the man has "nil" or close to it depth of the conscious, that will reflect in the very simple map of the reality, based upon one or two well-known assumptions (let's cite in order when grows: «there will be a day and food», «if you engage experts, they will do everything» and so on); б) the man has a certain depth of the conscious, and consequently, sees the reality as sophisticated, having a lot of interrelated parts and observes how the influence upon one thing, has the consequences in some other. We speak about the map of business reality, formed as a result of many-sided actions, analysis of results, and accordingly, the experience and the depth of the formed consciousness. In this case practice without reflection "does not work", practical experience which can not be assessed or comprehended is not valuable. The question: will this depth of consciousness influence the activity performance? «Depth» or consciousness gives definitive advantage and evolution progress proves this with all evidence. Thus, the development of organizational culture is considered as creative identity formation of the conscious and activity and involves increase of the "depth" in organizational and cultural system. «Depth» of the system, in its turn, is the factor, creating the innovative potential of the system, including new adaptation possibilities. All this influences management performance and possibilities of goal achievements.

Organizational culture management based upon this concept is creativity management at each level. This outlook upon the essence of organizational culture management requires new ideas how to do it and what technologies to apply, using these ideas.

It is clear, that it is impossible to rule the process of music composing in Mozart's head. But to make conditions which will whip up music writing is possible. These conditions are recipes for success of the musician.

### **Span, depth and improvisation in order approach to organizational culture management**

The concept by K. Wilber gives the possibility not only theoretically, but practically, from another point of view, examine the challenges of socio-psychological studies of organizational culture.



At the basis of all existing scientific approaches and theories, K Wilber discovers two great spiritual traditions, through them Spirit is aware of himself: the way of ascending spirituality (transcendent, whole, Heaven, Emptiness) and descending spiritual way (terrestrial, infinite, celestial, intermediate). Ascending and descending are the basis of the conflict outlook. Descending by K. Wilber is the “span”, ascending is the “depth”. The span dominates in modern and post modern world, as the recognition of only existing sensual, empirical, material aspect of the world, the one, « that we can see and touch with our hands».

The depth and span are different as «interior» (left-side way) and «exterior» (right-side) of phenomena and processes. In this connection K.Wilber proposes a concept of 4 types of the truth, which were studied by different types of the science. Let’s return to K. Wilber’s model:

Left-side way	Right-side way
Interpretation	Monologicality
Hermeneutics	Empiricism, positivism
Consciousness	Form
Z. Freud	B. Skinner
Carl Gustav Jung	George Watson
Jean Piaget	John Locke
Sri Aurobindo	Experientialism
Plotinus	Behaviorism
Gautama Buddha	Physics, biology, neurology and etc.
T. Kuhn	Systems theory
W.Dilthey	T. Parsons
Jean Gebser	O. Kont
M.Weber	C. Marx
Jürgen Habermas	G.E. Lenski

Fig. 1. Some scholars and thinkers, whose works develop ideas in each sector [5].

All the scientific approaches can be divided into two big categories– left-side way (interior) and right-side way (exterior). We can very rarely find approaches compiling and integrating interior and exterior, but K. Wilber advises to stand them. If “span” of the phenomena and processes can be observed and it can be exposed to the experiments, “depth” can be only interpreted in the dialogue through sympathy. The first approach gives us the answer to the first question: «What does he do?», the second approach- to the second question: «What does it mean?».

K. Wilber splits up concepts of culture and society in the following way: culture is the interior (senses, values, believes), the society is exterior (material, fixed forms of the society, its technical and economical basis, writing, population size and etc). To understand culture and its senses, it is necessary to know how to interpret it correctly. It is impossible without plunging into culture, studying its language, it means, impossible to be realized using “exterior” methods. Right and good interpretations differ from bad (incompetent), by the fact, that they have whole, not fractional (one-sided)



character. The good interpretation is made taking into consideration 4 main aspects of the holon, giving the essential differences (including science): inside and outside, unicity and multiplicity. In other words K. Wilber describes this so: interior and exterior individual and collective (or – intention, behavior, culture, society).

According to this logic we can suggest, that the methodological mistake consists in denying certain aspects of the studied reality. We often make the mistake when we follow the fundamental paradigm of Enlightenment – the paradigm of map making, monological way, which is reproduced constantly, In K. Wilber's opinion, systems theorists. «...In the systems theory, - writes K. Wilber, - you won't find anything about ethic standards, interior values, moral preferences, comprehension, truth, sincerity, depth, entity, esthetics, interpretation, hermeneutics, beauty, art, sublime" [5, p. 176]. It is not harmless mistake, because after that they will be only "destruction of all inner world of Kosmos, vital space for all holons" [5, p. 177]. If we loose depth, we loose sense. The way out of this situation is the movement to complete interpretation, taking into account not only "span", but "depth".

Order approach to studies of the organizational culture [1; 2] allows us to involve «span» (social form, the observed models of interactions), and «depth» of organizational culture (basic and functional ethic senses, guiding and regulating administrative interaction). Organizational culture management in this approach allows purposefully developing and improving the main aspects of the culture as socio-psychological level. The synthesis of order technology of organizational culture changes with improvisational approach in psychology of management and then transformation to the problems of organization creative potential gives us technology of organizational culture management. Its key mechanism (method), obviously, is the method, which significantly activates the managers' creative abilities (as their «depth») and at the same time provides resonant response in the form of the increase of the depth of the executive staff, it prevents the growth of «cultural gap» between different levels of organizational and cultural hierarchy in the process of creative self-development.

### **Conclusion**

Management of organizational culture is the most current theme of socio-psychology, it is expected to provide new theoretical as well as practical proposals, which will allow more consciously and competently manage the cultural processes in business organizations.

We suggest that theoretically perspective approach to the solution of this problem is that one, which let receive qualitative («good») interpretations of cultural and psychological phenomena and processes. That's why the interest to integrative approaches is natural and will grow.

The practical decision of the task to create effective technology of organizational culture management is the synthesis of order technology (or some other technology) with the improvisational approach in management psychology, based upon work with creative potential of the personality and the group.



### **The Literature**

1. Aksenovskaya L.N. Order concept of organizational culture: Methodological questions.– Saratov: Publishing house of Saratov University, 2005. – 348 p.
2. Aksenovskaya L.N. Order model of organizational culture. Moscow: Academic avenue, 2007. – 303 p.
3. Bazarov T.U. Improvisation as the basis of collaborative in management// National psychological journal. November 2006. – p. 120-122.
4. Lemke G. Нелинейный strategic management or art of competition. – M.: Affair and Service, 2006. – 400 p.
5. Wilber K. A brief history of everything. – M.: AST: Astrel, 2006. – 479 p.



Osadchuk O.L.

## Interrelation of the system organization of self-control With professional reliability of teachers

*In clause is defined as professional reliability of the teacher, its components are considered. The characteristic of self-control as universal mechanism of professional reliability of the teacher is given; it is described levels and mechanisms of self-control. Criteria of an estimation of professional reliability of the teacher through the system organization of self-control are allocated. Statistical acknowledgement of the assumption on presence of interrelation between professional reliability and self-control of teachers is resulted.*

**Key words:** Professional reliability of the teacher. Components of professional reliability of the teacher. Mechanisms of professional reliability of the teacher. Self-control. Levels and mechanisms of self-control. Levels of professional reliability of the teacher.

Essential problems of maintenance of quality of pedagogical work in changing social conditions aggravate a problem of effective opposition of the subject of pedagogical activity to its negative influence, developments of its ability trouble-free, in due time and correctly to carry out necessary professional functions – a problem of professional reliability of the teacher.

The concept «reliability» is directly connected with concept «norm2. During functioning any object it is possible to allocate two components – normative and реализационную. Normative a component expresses obligation, and реализационная – existence of object. Thus, reliability is the qualitative definiteness providing conformity of process of functioning of system to its own norm. As professional reliability of the teacher us it is understood the professional quality describing ability of the teacher to keep нормативно set parameters of pedagogical work irrespective of developing conditions.

We believe, that professional reliability of the teacher can be presented by three components (kinds) of reliability. In personal reliability the attitude of the teacher to the maintenance of the purposes and results of professional work, an individual originality of features of their achievement is shown. Reliability of activity characterizes an end result of pedagogical activity and is defined by features of its maintenance, and also professional characteristics of the teacher: its readiness, professional experience, plasticity, stability of special knowledge, skills. Functional reliability reflects a functional condition of an organism (a state of health, presence of exhaustion, a psychological



pressure, «difficult» mental conditions, etc.), volume of the power resources necessary for effective performance of labour activity.

Research of mechanisms of professional reliability of the teacher is the central moment in the general problematic of its studying is connected by image with an establishment of laws of functioning of professional reliability, and also development of scientifically-practical bases of its maintenance. Mechanisms of professional reliability of the teacher – set of processes on which it is based. Mechanisms provide structurally functional orderliness of components of system of professional reliability, their integration and interaction with an environment.

Generalizing presented to the scientific literature [5, 8, 10, 17] the basic tendencies in studying mechanisms of reliability of the person, it is necessary to specify an opportunity of consideration of mechanisms of reliability of the teacher as the subject of work from various positions:

- from a position the organizations of the person expediently allocation of three types of mechanisms of reliability: biological (representing a level of functioning of the person as individual), psychological (providing a level of functioning of the person as subject of activity) and social (by means of which the person proves as the person realizing objective public attitudes, socio-historical process);
- from a position of display the opportunity of allocation specific, i.e. shown on the separate levels operating only in specific conditions, and universal – the general, peculiar to all levels of functioning of the person, mechanisms of reliability is obvious;
- from a position of an origin the differentiation of mechanisms of reliability on congenital, i.e. transferred by right of succession, and got, developed in an individual or public practice types is lawful.

Self-control, in our opinion, concerns to number universal, taking place on all levels of the organization of labour activity of the teacher, mechanisms of reliability. Under self-control of the person us, after O.A. Konopkin, it is understood « it is system the organized mental process on инициации, to construction, maintenance and management of all kinds and forms of external and internal activity which are directed on achievement of the purposes accepted by the subject» [9, 8].

The analysis of approaches to research of a hierarchical structure of self-control [1, 4, 7, 8, 9] enables in the general view to allocate three its levels: functional, subject and personal. We believe that the basic function индивидуного a level of self-control is maintenance of power mobilization and adaptation (adaptation) of an organism to Wednesday. As objects of the given level of self-control serve physiological processes of an organism, functional properties of the person. The basic function of a subject level of self-control consists in regulation of mental levels of the reaction providing subject transformations of the person. This level of regulation extend on activity, mental processes and properties of the subject which have the specific features and are directly connected with its physiological and socially-psychological properties. The basic function of a personal level of self-control consists in regulation of social behaviour of the person and the attitudes providing transformation of the social environ-



ment and. Objects of self-control of the given level – social behaviour, dialogue and personal (socially-psychological) properties of the person. Each of the allocated levels of self-control is described by own phenomenology, a spectrum of solved problems, structural components and leading mechanisms actions of self-control.

As mechanisms functional a level of self-control nervous mechanisms act. Functional components functional a level of self-control are presented афферентным by synthesis, decision-making and an acceptor of action [3]. The subject level of self-control is provided intellectual, with emotional, strong-willed mechanisms. As the basic functional parts of the given level of self-control act: the purpose of activity accepted by the subject; subjective model of its significant conditions; the program of performing actions; subject system of criteria of success of activity; the control and an estimation of real cash results; the decision on correction of system of self-control [9]. Mechanisms of a personal level of self-control are motivational, semantic, reflective mechanisms. Structural components of personal self-control of the person are values, the purposes, ideals, an image «I», claims and a self-estimation [11].

The system of self-control of the teacher reflects a condition of various components of the biological, mental and behavioural organization, each of which joins in uniform system of power, information and in detail-effective regulation of its target behaviour. Being the characteristic of individuality of the teacher, professional reliability reflects a condition of its individual system of self-control. It is possible to assume, that variously shown infringements of professional reliability of the teacher, are connected, first of all, with backwardness systems of self-control, with problems in functioning its separate subsystems.

The question on an estimation of professional reliability of the teacher takes a special place in the general problematics of its research. Necessity of development of methods which would allow to carry out an objective estimation of reliability of work of the teacher, is urgently dictated by the needs of practice connected with forecasting of professional reliability of the teacher and development of necessary actions on its increase.

Despite of the conventional representation that the analysis of professional reliability of the person should be spent from positions of the system approach, methods of diagnostics of separate components of professional reliability, on advantage, reliability of activity now are most developed. Deficiency of the works describing approaches to research of reliability of the person of the subject of professional work takes place. As we could be convinced, descriptions of a technique of an estimation of professional reliability of the teacher in the literature are absent. Despite of enough plenty of existing methods of studying of professional reliability of the operator and the sportsman, opened there is a question on their adequate application to other professional groups, including to the teacher. Therefore actual in this direction the concentration of efforts of researchers on an intensification of works by definition of «databank» of existing methods which can be applied to an estimation of professional reliability of the teacher sees.



On our deep belief, realization of an estimation of professional reliability of the teacher probably on the basis of representations about self-control as the universal mechanism of professional reliability. As basis of definition of professional reliability of the teacher can serve as a basis A.K. Astafev [4] of work, V.G. Pushkin [14] in which it is underlined, that organization of any material system is an exponent of its reliability. Researchers allocate a number of the factors providing organization of alive systems. O.A. Konopkin considers height of the organization alive from a position of integrity of system of self-control. In its opinion, on integrity of system of self-control functional development of all of its basic components testifies of functional structure breaks integrity, isolation of an information contour of regulation, i.e. « Principle of a ring » in construction of process. Thus all structural components, is system cooperating in complete processes of regulation, should have a high level organization [9]. From here, in our opinion, as criteria of an estimation of professional reliability of the teacher integrity and interrelation of structural components of self-control can act.

The level of professional reliability is a quantitatively-qualitative characteristic of a degree of its development. Characteristics of professional reliability of the teacher are described: the style of self-control describing integrity of system of self-control; in the factor of correlation reflecting interrelation processes of regulation, realizing separate parts of system of self-control.

Teachers with high parameters of development and interrelation of all parts of system of self-control (with harmonious style of self-control and factor of correlation of its structural components in a range from 1,0 up to 0,7) have a high level of professional reliability. The average level – with average indices of development and interrelation of all parts of system of self-control (with non-uniform  $m$  style of self-control and in factor of correlation of its structural components in a range from 0,7 up to 0,4). A low level – with low parameters of development and interrelation of all parts of system of self-control (with disharmonious style of self-control and factor of correlation of its structural components in a range from 0,4 up to 0,1).

With the purpose of statistical acknowledgement of the assumption of presence of interrelation between professional reliability and self-control of teachers us it has been carried out research which included: 1) studying of representations of teachers about own professional reliability; 2) an estimation development systems of self-control of teachers; 3) definition of communication of the system organization of self-control with professional reliability of teachers. To the research spent in 2006-2007 educational year, 60 listeners of faculty of improvement of professional skill and professional retraining of workers of formation of the Omsk state pedagogical university, general educational teachers general educational and professional educational institutions of Omsk and Omsk area have been involved.

The method of studying of representations of teachers about own professional reliability had been chose a self-estimation. Respondents have concerned to an estimation of own professional reliability enough objectively: have highly estimated reli-





ability only 47 %, as average – 52 %. Nobody has estimated own professional reliability as low, or absent.

The estimation development included systems of self-control of teachers: gathering of the objective parameters describing the basic parts of three subsystems of self-control: functional, subject and personal; definition of interrelation of structural components of system of self-control; the characteristic of integrity of system of self-control; definition of a measure of distinctions in structures of system of self-control of teachers.

Gathering of the objective parameters describing the basic parts of subsystems of self-control, was carried out by means of psychological testing of C.D. Spilberger, U.L. Khanin [15]. Parameters of the basic parts of a subject subsystem of self-control were fixed by means of V.I. Morosanova technique [12]. Registration of parameters of a personal subsystem of self-control was made by J.A. Mislavski technique [11].

The interrelation of structural components of system of self-control of teachers was defined by means of a method of the correlation analysis. For check of the assumption of presence of correlation communication of structural components of system of self-control of teachers the criterion of nonparametric statistics – a factor correlation of Spirmen was used.

Following empirical values of factor correlations of structural components of system of self-control of the teachers highly estimating own professional reliability have been received:  $r_S$  functional and subject subsystems of self-control +0,89;  $r_S$  subject and personal subsystems of self-control +0,84;  $r_S$  functional and personal subsystems of self-control +0,86. Comparison of the received empirical values of factors of correlation with critical values has shown, that interrelation of subsystems of self-control of the teachers highly estimating own professional reliability, is statistically significant differs from 0. In a direction correlation communications of structural components of system of self-control of teachers of the given group are positive. The form of communication of subsystems of self-control of teachers – rectilinear, that means, that with growth of values of one variable value of other variable proportionally increases. In group of the teachers highly estimating own professional reliability, empirical values of factors of correlation of subsystems of self-control it is more 0,70. It testifies to the high organization of system of self-control. Thus the strongest communication is observed between functional and subject subsystems of self-control of teachers, the least strong – between subject and personal subsystems.

Empirical values of factor  $r_{\text{анговой}}$  correlations of structural components of system of self-control of teachers, *средне* estimating own professional reliability, have made:  $r_S$  functional and subject subsystems of self-control +0,33;  $r_S$  subject and personal subsystems of self-control +0,42;  $r_S$  functional and personal subsystems of self-control +0,37. In the given group of teachers empirical values of factors of correlation less than critical value that testifies to statistically insignificant, moderate communication of subsystems of self-control.

The characteristic of integrity of system of self-control of teachers was made on the basis of the methodical approach, allowing to allocate strongly and poorly devel-



oped structural components of system of self-control. Functional development of all of its basic components testified to integrity of system of self-control.

The analysis of the received experimental material has shown, that teachers of both groups do not have harmonious style of self-control, or functional development of all parts of system of the self-control, being the certificate of integrity of system of self-control. Non-uniform the style of self-control presented by insufficient development of separate parts of system of self-control, has 50 % of the teachers highly estimating own professional reliability, and 34 % of teachers, *средне* estimating own professional reliability. Disharmonious style of the self-control, described low parameters of separate parts of system of self-control, is marked at 50 % of the teachers highly estimating own professional reliability, and at 66 % of teachers, estimating own professional reliability.

Definition of a measure of distinctions in structures of system of self-control of teachers was made by the statistical analysis of distribution численностей in two groups of examinees by means of calculation of Pirson. According to the made calculation,  $\chi^2 = 1,45$ . According to the table of the importance of criterion for 1 % of a level of reliability ( $p < 0,01$ ), the received size is quite sufficient for the statement about presence of statistical distinctions in structures of system of self-control of teachers, is high and *средне* estimating own professional reliability.

For definition of communication between two variables - professional reliability and self-control of teachers – used calculation of factor correlations. Following empirical values of factor correlations of subsystems of self-control and professional reliability of the teachers highly estimating own professional reliability have been received:  $r_S$  functional subsystems of self-control and professional reliability +0,80;  $r_S$  a subject subsystem of self-control and professional reliability +0,81;  $r_S$  a personal subsystem of self-control and professional reliability +0,86. Comparison of empirical values of factors of correlation with critical values has shown, that interrelation of two variables – to professional reliability and self-control of the teachers highly estimating own professional reliability, is statistically significant differs from 0. As the received factors of correlation  $r_S > 0,70$ , the given correlation communications admit strong.

In group of teachers, *средне* estimating correlations of subsystems of self-control and professional reliability have made own professional reliability, empirical values of factor:  $r_S$  functional subsystems of self-control and professional reliability +0,32;  $r_S$  a subject subsystem of self-control and professional reliability +0,42;  $r_S$  a personal subsystem of self-control and professional reliability +0,43. As values of factors ранговой correlations of subsystems of self-control and professional reliability of teachers, estimating own professional reliability less than the critical values, the given correlation communications admit moderated, statistically insignificant.

Statistical acknowledgement of the assumption on presence of interrelation between professional reliability and system of self-control of teachers is base of the subsequent designing which has the purpose development of scientifically proved representation about what, in the long term, can be model of preparation of is pro-



fessional-reliable teachers. We assume, that practical realization of model of development by students of a higher educational institution – the future teachers – the competence in the field of self-control will provide development of their ability to consider the most complicated interlacing factors of pedagogical work and to prevent their irreversible negative influence.

### **The Literature**

1. Abylhanova-Slavskaia K.A. Personal mechanisms of regulation of activity // Problems of psychology of the person. – M.: Publishing house «The Science», 1982. – P. 92-99.
2. Alexeev A.V. Itself to overcome. – M.: Publishing house «Physical culture and sports», 1978. – 119 p.
3. Anokhin P.K. System mechanisms of the maximum nervous activity. – M.: Publishing house «The Science», 1979. – 453 p.
4. Astafev A.K. Philosophical aspects of synthesis of concepts of technics and biology (on an example of the theory of reliability). – L.: Publishing house LGU, 1978. – 103 p.
5. Bodrov V.A., Orlov V.A. Psychology and reliability: the person in control systems of technics. – M.: Publishing house of the Russian Academy of Science, 1998. – 288 p.
6. Gabdreeva G.S. Self-management a mental condition. – Kazan: Publishing house KGU, 1981. – 63 p.
7. Grimak L.P. Reserve of human mentality. – M.: Publishing house «Politizdat», 1989. – 319 p.
8. Dikaia L.G. Mental self-control of a functional condition of the subject in extreme conditions of activity. – M., 2002. – 342 p.
9. Konopkin O.A. Mental self-control of any activity of the person (Structurally functional aspect) // Questions of psychology. – 1995. – 1. – P. 5-12.
10. Kotik M.A. Self-control and reliability of the person-operator. – Tallin: Publishing house «Valgys», 1974. – 167 p.
11. Mislavski JU.A. Self-control and creative activity of the person // Questions of psychology. – 1988. – 3. – P. 71-75.
12. Morosanova V.I., Konoz E.M. Style self-control of behaviour of the person // Questions of psychology. – 2000. – 2. – P. 118-127.
13. Nikiforov G.S. Reliability of professional work. – SPb.: Publishing house of St. Petersburg State University, 1996. – 176 p.
14. Pushkin V.G. Problem of reliability. – M.: Publishing house «The Science», 1971. – 189 p.
15. Paigorodski D.A. Practical psychodiagnostics: Techniques and tests. – Samara: Publishing house «Bahrah», 1998. – 672 p.



Trinitatskaya O.G.

## Organizational - pedagogical conditions and criteria of efficiency of formation of the developing environment of general education establishment

*In the article problems of formation of the developing environment of general educational establishment are examined by means of intraschool management. The special attention is given to research and distinguishing of organizational - pedagogical conditions and criteria of formation of the developing environment of innovative school which can become a basis for realization of effective administrative activity in conditions of upgrade of modern education.*

**Key words:** *the developing environment of general education establishment; the intraschool environment; means of intraschool management; intraschool system of improvement in professional skill; participative management; matrix model of management; organizational - pedagogical consulting; parameters and indicators of pedagogical efficiency of the developing environment.*

Expansion of functions of a modern school, perfection of the contents and conditions of its activity have caused significant changes of organizational aspect of life of a school collective, complication of work of the head and have determined requirement for search of new forms and methods of the organizational - pedagogical activity directed on the solution of problems of creation of conditions for development of all subjects of educational process of school, both teachers and pupils. One of the perspective means of realization of these problems is the intraschool developing environment. Modern researches of M. Bashmakov, L.A. Bodenko, S.D. Derjabo, P.I. Dzegelenk, V.A. Karpov, O.I. Kochetkova, S. Pozdnyakov, N. Reznik, V.I. Slobodchikov, I.M. Ulanovskaya, V.A.Jasvina are devoted to research of its various aspects.

At the same time, the analysis shows that by present time the generally conceptualized theoretical approach to formation of the developing environment of educational establishment by means of intraschool management in a national science of management of education still is not developed, complete aggregate of organizational-pedagogical conditions of its formation is not revealed.

Analysis of experience of administrative and educational practice of modern innovative school shows that processes of acceptance of operative decisions on concrete results prevail in it. Passage to situational management of education by results means the radical change of approaches. 'Management of education will become more effective if heads purposefully improve themselves and the employees in parallel', fairly marks P.I.Tretjakov [1, p. 157]. In accordance with this **first organizational-pedagogical condition of formation of the developing environment of school the organization of the intraschool system of improvement in professional skill operates.**



Improvement in professional skill is 'reception of additional knowledge on the base speciality and perfection of professional skills on a basis of comprehension of own activity in the light of the knowledge received' [2].

The analysis of the literature on this problem realized by L.N.Panova has shown that in overwhelming majority of sources 'there is no concept "intraschool system of improvement in professional skill" which would connect the purposes, aims, trends, methods, means and forms of training the teachers, both with their needs and with requirements of concrete school; management of the process of improvement in professional skill of teachers is examined insufficiently' [3]. We completely support this point of view of the author as soon as in modern conditions, with appearance of new models of schools, with regard for development of variability of educational space, process of improvement in professional skill of teachers should and can be moved to concrete school as a school allows to consider the optimal daily interests and practical needs of teachers.

As practice of our work shows the passage to the intraschool system of improvement in professional skill of teachers allows:

- To overcome distinctive alienation of process of training of teachers from specific requirements of concrete school, i.e. to realize it purposefully, substantially and in detail;
- To transform methodical work at school into complete system of continuous additional professional growth of pedagogical staff;
- To trace concrete result of training of teachers, a varying level of professional erudition and the pedagogical, social and economical importance of system.

The major characteristic of the intraschool system of improvement in professional skill of innovative educational establishment is development of collective pedagogical creativity within it, which is shown in development and realization of various discrete innovations. The intraschool system of improvement in professional skill is characterized by certain autonomy, independence in a choice of directions and technologies of training obligatory for school collective.

Management of school is the major system regulator supporting the expected mode of functioning and development of the intraschool system of improvement in professional skill of teachers. As practice of some innovative schools of the Rostov region shows, the bodies of the intraschool system of improvement in professional skill may be presented by: administration of school, heads of methodical and cyclic associations, scientifically methodical council and problematically creative groups.

Activity of the foregoing bodies of management of the intraschool system of improvement of professional skill begins with the analysis of a status of a level of professionalism of teachers and development of the program and regulations of the intraschool system of improvement in professional skill including the purposes, aims, stages, directions, technology and stimulus of training and prospective result. The bodies of management of the intraschool system of improvement in professional skill of teachers should be organizationally performed, relatively independent and effectively operated in order to solve the problems required.



The special role of administration of a school consists in teacher's choice of a subject of research, stimulation of his search, support of a motivation level. For the administration it is necessary to create at school conditions so as the internal need for improvement in professional skill would become intrinsic feature of each teacher.

The constructing elements of the intraschool system of improvement in professional skill can be the purposes and problems, the contents of teaching material, group and individual forms of training, problem and creative groups, methodical associations, scientifically methodical council, etc. Each of the components of the system should have the modular program of training with a special-purpose designation of information material, combination of complex integrative and individual didactic purposes, optimum transfer of information and methodical material, terms of training and realization of feedback.

Creative associations of teachers can participate in elaboration of author's programs, individual programs of training and development of pupils and teachers, carry out methodical, experimental work, generalize the advanced pedagogical experience, review works of each other and partially control a course of training and influence on administrative decisions.

***The second condition is the creation of the organizational structures providing participative management at school.***

This condition corresponds with a principle of development of partner relations. To increase an inclusiveness of teachers in the management of development of a school, it is required to define organizational structures through which collegiate management and ways of their work will be realized, and also to create necessary motivation of the teachers. Hence, in the number of corresponding methods should be included: methods of formation of new organizational structures of participative management; special methods of collective work; methods of motivation of active participation of teachers in management of school.

Thus, the leading role is played by methods of the collective work which allow an activity of employees in preparation and realization of administrative decisions to increase. Even within the traditional collegiate bodies of a school, such as teachers' council, meeting of methodical association, etc., it is possible to achieve high efficiency of participation of each participating teacher and to avoid subjectivism while choosing the collective decision if their work is organized according to special techniques.

T. P. Afanasieva and I.A.Yelisseyeva I.A. distinguish two methods of organization of collective work; those allow a greater feedback from activity of collegiate bodies at school to be received: a method of nominal groups and a method of group discussion [4, p. 79]. During an experimental part of the present research these methods were used in the work of innovative schools of the Rostov region.

The method of nominal groups is characterized by rigid formalization of procedure that enables to avoid the pressure of the head upon opinions of teachers and in that case when at school the traditions of democratic management are absent and administration is inclined to authoritative style of management. On the basis of the



results of researches in the field of meetings on decision-making, coordination of group judgments and problems of participation of citizens in planning programs this method has been developed by Andre L. Delbek and Andrew Van de Ven. The method allows the individual judgments to be revealed and compared, receiving the decision to which one person cannot come.

One person who is called the organizer or the coordinator undertakes all the functions on the organization of group work according to the established procedure. Main participants of the work are the employees competent in the field of the solved problem; optimum number of employees is 8-12 people. The group work on this method proceeds consistently and passes six stages: prologue, generation of suggestions, formation of the general list of suggestions, explanation of suggestions, estimation and ranging of suggestions, final part.

The method of group discussion demands certain experience of a democratic management of pedagogical collective from the head or, at least, readiness to get it. It assumes great freedom of actions of both organizers and participants, but thus generates the unique atmosphere of the collective discussion promoting formation of unity of opinions in the collective and satisfaction of each participant from the work realized. The aim of group discussion is the reception of certain result such as interchange of information, opinions, elaboration of the decision, achievement of the consent, etc.

The organization of discussion assumes the realization of some external preconditions: number of participants should be no more than 15 person so that they could communicate among themselves; general time-limit of discussion, time of its termination is fixed in advance; the spatial organization of participants, the best variants of an arrangement of participants, a circle or a horseshoe is thought over; room should exclude handicaps and have convenient landing places and a necessary equipment. Phases of course of discussion are: definition of the purposes and subjects of discussion, explanation of a problem; gathering of the information (knowledge, judgments, opinions, new ideas, suggestions of all participants, revealing of positions); ordering, substantiation and joint estimation of the information received during work, choice of alternative; summarizing of discussion (comparison of the purposes of discussion with the received results).

***The third condition is transition to matrix model of management of school.***

This condition corresponds with a principle of development of structure of management of school. Alongside with sector, linear, collegiate, modular models researchers distinguish matrix model of management of the organization [5, p. 50]. Besides professional mastery of teachers it demands presence of precise strategy of development of school. Strategy is the result of consultations of experts (scientists and methodologists, see further the eighth organizational-pedagogical condition) and coordination of actions with employees. In concrete expression strategy represents the code of the general rules accepted by all members of educational establishment.

Using matrix structure, the educational establishment avoids a choice of one basic direction of realization of its activity. By virtue of this, the matrix model of manage-



ment is optimum for realization of discrete innovations at mass school. Application of a designing (problem) method is typical for the school with the matrix organization.

The matrix organization is designed by differentiation of two directions of activity – teaching and management. The division of teaching is created for satisfaction of various needs and interests of pupils. If in a situation of developed intersubject communications the border between subjects is washed away, the coordination between teachers is necessary. The designing approach to teaching demands the mixed groups of subject-teachers. By virtue of these two circumstances, the teaching division has complex structure and consists of chairs and temporary design groups which work on creation of new kinds of curriculums (the integrated and problem oriented courses).

The division of management includes teachers who have passed special course preparation (a reserve of heads) or several experts working at school in combination. They are grouped in specialized departments of management. The division of management realizes functions of training and personal and social development.

The additional (infrastructural) division is to provide two above-named divisions with necessary means and information (methodical cabinet, library, media library, computer information department), to coordinate activity of services (social-psychological, methodical, economic) and to distribute budgetary funds.

One of the members of the administrative command (director or his assistant) responds for the work of each division. Initiators of new strategy can be various departments or employees. New strategy of activity of the educational establishment is collectively discussed in detail. For this purpose the temporary working groups which realize research functions are created sometimes.

The double basis of the matrix organization finds expression in the ideas, concerning educations, i.e. establishment of balance between teaching and management. The more coordination is at a level of strategy, the less there are mismatches in activity. The matrix organization has more opportunities to cope, and do it at a high level, with three organizational functions:

- Management of temporary creative collectives, tutor groups;
- Management of complex educational processes (realization of the integrated educational programs);
- Development of processes of organizational changes (transfer of administrative functions, their division or combination).

***The fourth condition is the joint programming of forthcoming innovative activity through conducting of organizational and active games and arrangements similar to them*** (seminars, teachers' councils, etc.).

Collective programming allows avoiding of many problems which otherwise would arise already at a stage of realization of activity. Interaction of the members of pedagogical collective, taking place during the joint programming enables everyone to influence on ideas of others, changing them and thus changing the future.

Assimilation of ways of interaction, experience of organization of mutual understanding in the communication allowed us to distinguish and assimilate new forms





and ways of preparation and realization of various arrangements of the joint programming, in particular, faculty meetings in a number of innovative schools of the Rostov region. There are three stages in such faculty councils: preparatory; basic (actually teachers' council); final (final reflection).

The primary tasks of the preparatory stage: problematization (formulating of a problem); actualization (demonstration of importance of a problem); discussion of a problem, understanding of the present status; search of ways of decision, points of purposeful influence. A place and time of realizing this work is the director's council. Mode of work is set by the methodological schemes used in the work. At this stage the command of preparation for the teachers' council is formed. As a rule, it includes administration, teachers realizing self-education in this direction, and also the teachers having difficulties in this question. Collective mental activity during preparation for the teachers' council allows teachers to promote in understanding of a problem question, to generate common views about the further activity, and also to improve individual and professional competence (problem, communicative, cooperative).

*The basic stage.* As a rule, the general scheme of realizing of teachers' council includes: the adjusting report, the task and specification ("outlining") of subjects; a reflection of the adjusting report in small groups, self-determination of each of participants towards the subject of teachers' council; plenary work, statement of main lecturers on a subject of teachers' council; work in small groups, discussion of reports, attitude, suggestions; plenary work, statements from groups; discussion, specification and decision-making of the teachers' council. Participants of spadework of the teachers' council are either lecturers on a subject, or heads of small groups. Heads of small groups organize the communication, provide mutual understanding in the communication, keep up a schematization, assist to complete another's logic, make opposition, etc.

The group of preparation of the teachers' council realizes its reflection answering the questions: What did we wish to receive? What have we received? Where are concurrences and places of break? Due to what was it possible to achieve concurrences and what is the reason of discrepancies? The reflection is made on the contents, modes of work and its organization.

***The fifth condition is the organization of innovative work on realization of a national and regional component of the contents of education at school.*** This condition corresponds with a principle of succession of the basic directions of development of various educational levels: federal, regional, municipal, school.

The national and regional approach is actualized in conditions of formation of the federal system when the center of solution of many problems moves on a regional level. Processes of decentralization and regionalization have changed the character of interrelations of subsystems and objects of influence or management: federal, regional, municipal and a level of educational establishment. Unlike former system where the bottom three levels were not able to manifest the subjectivity and individuality, putting into practice available decisions, the present



position of subjects demands conducting of own politics, presence of strategy and tactics registered in the programs of development of education of the corresponding level.

The notion "region" defined as a 'combination of the reserved in certain geographical, natural frameworks (the geographical environment) and the dynamic, mobile (the social environment)' [6] has the features. Regions differ from each other by geographical, social and economic, demographic, climatic, natural and other indications. The understanding of the structure of these indications and the processes occurring inside of regions is a basis of determination of regional features and their regard in construction of educational systems.

As V.D. Shadrikov notes, 'the national school should differ not by "national arrangement" of general values but by the national culture added and enriched by knowledge of culture of other people' [7, p. 112]. Works of A.A. Barbolina, T.I. Berezina, A.L. Bugayeva, G.N. Volkova, Z.P. Tyumentseva, etc. point out the necessity of taking into consideration the correlation of general and national bases of consciousness and vital activity and the ethnic approach at construction of educational systems of national traditions. 'People as the historic figure cannot be sovereign without own ethnic educational system. Moreover, people cease to be that, turning to the unified social phenomenon called the population', emphasizes G.N.Volkov [8].

***The sixth condition is the ensuring of active and versatile interaction of internal environment of educational establishment with external environment.*** Realization of this condition includes:

- Strategic, tactical and operational planning of development of school on the basis of statistically reliable data of change of the social educational order and, as a whole, a demographic, ecological, social and economic situation in region and city;
- Formation in micro society of inclination of school of demand and new requirements in sphere of education;
- Two-way exchange of a school with environment by various types of resources, including innovative educational development – products of activity of a school.

Let's examine the idea of "socially active school" as a typical example. In a basis of this idea lays the notion that a school by the nature is the center of resources for local community and collective of professional organizers [9]. The local community is objectively interested in getting the access to it and using these resources. Counter interest of school consists, in particular, in that at absence of sufficient state support more significant public support is necessary for it to remain in the capacity of educational establishment. In other words, for the survival the school has to begin construction of local social structures around of itself, at a local level. Already in the beginning of this work the school receives additional, including legal unbudgetary financial resources for material support and improvement of quality of education.



Possibility of accumulating of other diverse resources, including grants from foreign funds, the budgetary and unbudgetary means allotted according to the municipal or state social order, independent earning money resources by way stipulated by the legislation for the noncommercial organizations, having essential tax privileges; these are the features of really working “socially active school”.

The main thing thus is the achieved by such a work social result. Involving of parents and pupils and also members of pedagogical collective of school in noncommercial activity increases their social activity, civil initiative, trains in their skills of social partnership, constructive civil self-organizing, and social self-management.

***The seventh condition is the usage of monitoring of development in management of school*** which is focused on specially developed system of parameters considering the specificity of the educational environment of concrete school. Generally, monitoring can be guided by following parameters of development of general education establishment: innovative activity of GEE; the organization of educational process; efficiency of educational process. To each parameter there corresponds a number of indicators. We shall examine each of the parameters in more detail.

To one of the important parameters which is the *innovative activity of GEE* there correspond following indicators: renovation of purposes, missions and contents of education (base and additional components, programs of training and education); renovation of techniques and pedagogical technologies, prevalence of the individual and/or group forms of organization of cognitive activity over the frontal; a combination of self-examination, self-planning and self-organizing, self-control and self-appraisal with an appraisal of partners on joint cognitive activity; quality and efficiency of management of development in educational establishment, etc.

Following indicators will help to reveal features and *a level of the organization of educational process*: self-management, cooperation of teachers, pupils and their parents in achievement of the purposes of training, education and development; joint planning and the organization of activity of the teacher and the pupil as equal in rights partners; sharing of responsibility for results of educational process between the pupil and the teacher; a high level of motivation of participants of pedagogical process; comfortable spatial and psychologically pedagogical environment for all participants of integral pedagogical process.

Following indicators will help to define the efficiency of educational process: a degree of satisfaction of educational needs of the main customers; providing of success of graduates on a labour market and/or during reception of the further education; efficiency of solution of the basic social problems (health of children and teenagers, the children's and teenage criminality, harmful addictions of children and teenagers) by the means of school education.

It is necessary to emphasize, that at construction of monitoring of development of school it is necessary to make it not only on the estimation of parameters of results, but on the basis of a complex of criteria that include not only quantitative and quality indicators of educational results – erudition, good breeding, development of pupils,



their social adaptedness, orientation on national and general values, etc., but also essential characteristics of the educational process itself, its contents, organization, technologies of training and education and created for its realization material, educational and methodical, personnel, sanitary and hygienic and other conditions.

On the basis of the general parameters and indicators of efficiency of development of educational establishment we had been defined criteria and indicators of pedagogical efficiency of the developing environment of educational establishment. On their basis it is possible to estimate a degree of efficiency of the developing environment at a level of a class, a parallel, school. Periodically made estimations are a necessary component of monitoring of a management efficiency, formation and maintenance of the developing environment of educational establishment. The set of indicators allows to analyze an actual level, that is to reveal sufficiently and insufficiently developed parameters and on the basis of the received information to determine administrative steps of correction of process of formation and maintenance of the developing environment of school.

We have defined three criteria: *requiremental-motivational, cognitive, emotional-willed*. The certain indicators correspond to each criterion. Depending on the formation of characteristics according to criteria indicators of pupils and their groups (classes, parallels, school collective of pupils) it is possible to distribute on three levels: low (inadmissible); average (critical); high (optimum). Thus the level of formation of characteristics is defined:

- For the individual pupil, on the basis of a method of independent pedagogical examination;
- For the group of pupils, on frequency of occurrence of a high level in the sum of parameters: 80 % and more is a high level of whole group; 60-79 % is average; less than 60 % is low.

Criteria and indicators of pedagogical efficiency of the developing environment of educational establishment are presented in table 1.

**Table 1**

**Criteria and indicators of pedagogical efficiency  
of the developing environment of educational establishment**

Criteria	Indicators	Levels of manifestation of indicators		
		Low	Average	High
Requiremental-motivational	1. Development of the purpose and problems of receiving of education	Does not realize	Realizes vaguely	Realizes in full measure
	2. Development of need of self-education	Is absent	Is shown incidentally	Is shown regularly
	3. Development of personal sense of training	Is absent	Motives have unstable, external character	Comprehension of clear motives



Requiremental-motivational	4. Development of the positive attitude to educational activity at school	Is absent	The unstable attitude; it is expressed the negative attitude to a number of subjects	The stable positive attitude to the majority of subjects
	Development of interest to additional education at school (elective courses, hobby groups)	Is absent	Participates, but without special interest	Stable, versatile interest
Cognitive	1. Development of attention	The absent-minded attention	The involuntary attention prevails	The voluntary attention prevails
	2. Development of memory	Weak, significant blanks in knowledge	Mediocre and irregular	Good, knowledge on the majority of subjects respond the program or exceed the bounds of it
	3. Development of thinking	The basic functions of thinking (generalization, analysis, synthesis) are not developed	The empirical (inductive) thinking prevails	The theoretical (deductive) thinking prevails
	4. Development of educational activity	Educational activity is developed poorly	The reproductive type of educational activity prevails	The creative type of educational activity prevails
Emotional-willed	1. Development of self-control and voluntarity	Impulsive actions prevail	Tries to be self-controlled, but it is not always successful	Действия произвольны Actions are voluntary
	2. Development of self-discipline	Is absent	Manifests incidentally, only in situations of educational activity	Manifests regularly, including a non-educational
	3. Development of discipline	Regularly receives penalties including strict ones	There are penalties	Penalties are absent

***The eighth, final condition is the support of management by development of school by means of external educational-administrative consulting.***

Practice shows that such organizational support is demanded by heads of establishments of the education, interested in introduction of pedagogical innovations, increase of efficiency of teaching and educational process at school.

The need of external educational-pedagogical consulting is caused, as practice shows, by two groups of the reasons. On the one hand, active introduction into a life of school of a various sort of innovations demands fast reorientation of teaching and educational



process according to advanced achievements of a science and practice. It can be realized more successfully with attraction of an expert-consulter which corresponds to a direction of innovation. On the other hand, reorganization of subject and technological sphere of a school life is interfaced to overcoming difficulties of psychological character. Organizational and socially psychological consultation is traditionally bound with activity of the expert consulting heads and employees of educational establishment concerning the organization and reorganization of a school life during innovative educational process.

The purpose of external educational and pedagogical consulting is the formation of the united approach to the organization of administrative, methodical, psychological-pedagogical activity of schools, gymnasiums and lyceums, in view of a changing social situation at orientation on achievements of psychological-pedagogical science. The essence of such consulting work is expressed, as a rule, in the help to those persons who are responsible for the solution and/or performance of the certain innovative problem. Thus the expert-scientist engaged consultation tries to improve or change a situation, but does not supervise the performing of recommendations and does not participate directly in performance of an producing problem.

Our practice of management of innovative activity in general education establishments of the Rostov region has shown that this list of conditions is open and can be added, what depends on the specificity of a concrete situation and features of this or either innovative school. However the conditions characterized above are that necessary minimum on the basis of which the head of any school can realize administrative activity on formation of the developing intraschool environment.

### **The Literature**

1. Recommendations on the organization of administrative activity of administration of school / Comp. by E.M. Muravyev, A.E. Bogoyavlenskaya. M.: OS "Pedagogical search", 1998.
2. Krage G. Psychology of development. St Petersburg, "Peter" press, 2000.
3. Petrovichev V.M. Regional education: organization, management of development: Abstract of the thesis of Doctor of pedagogical science. M, 1994.
4. Afanasieva T. P., Yeliseyeva I.A. Administrative competence of heads of schools of region: estimation and perfection. M., 2001.
5. Chigir T.I. Methodical work at school fulfilling the model of a versatile gymnasium // Methodologist. 2002. № 4. p. 30-31.
6. The Modern High School: the Sight of theorist and practical worker. M.: "VLADOS" press, 2000.
7. Shadrikov V.D. Philosophy of education. M, 1996.
8. Volkov G.N. Ethnopedagogical concept of modern national education and training // News of the National academy of sciences and arts of the Chuvash Republic. № 2, 1996, p. 145-159
9. Ulanovskaya I.M. Approach to classification of educational environments. In Psychology and its applications / under the edition of D.B. Bogoyavlenskaya, T.U. Bazarov, E.A. Klimov. M, 2002.



---

## Juridical Psychology

Yuzhaninova A.L.

### On the structure of judicial and psychological examination

*The article is devoted to a debatable problem of classification and systematization of judicial and psychological examination. It is analyzed a position of psychological examination in a system of other judicial examinations and its internal structure. The author discusses opinions on these questions appearing in the literature.*

**Key words:** class, kinds, sorts, forms of judicial and psychological examination.

Judicial and psychological expertology takes an important place in a structure of modern judicial psychology, since judicial and psychological examination (JPE) is the leading form of use of special psychological knowledge at exercising a law application activity. Definition of the structure of the JPE allows outlining its subject sphere and generating the program of professional training of judicial psychologists-experts.

Solution of problems of classification (distribution of the phenomena on groups on the basis of common attributes) and systematization (distribution of the phenomena on groups coordinated with each other) of the JPE is realized in two planes: on the one hand, its position in the general system of judicial examination is revealed, and on the other hand, the internal differentiation of the examinations entering into it is established.

In judicial expertology all judicial examinations can be divided into following levels according to a degree of community and a subordination: classes (types) which are divided into kinds; kinds are divided into sorts; sorts are differentiated into forms (or groups) [1, p. 310, 311].

Depending on a subject, objects, methods of research and character of special knowledge judicial examinations are divided into 10 classes: criminal law, medical and psychophysiological, engineering and technical, engineering and transport, engineering and technological, economical, biological, ecological, agricultural, art criticism. According to this classification the JPE doesn't form an independent class, but alongside with such kinds of judicial examination as medical, judicial and psychiatric and complex psychological and psychiatric examinations, as a kind it enters into a "medical and psychophysiological examinations" class [2, p. 416]. In this class it is distinguished a subclass consolidating base judicial and psychiatric examination and JPE, and also complex psychological and psychiatric examination (CPPE) derived from them. On a level of kind of community all three examinations have a common orientation on



research of features of mental functioning of the person, however their subjects are essentially concretized [9, p. 17, 18].

In view of development of judicial and psychological expertology, notion of position of the JPE in a judicial examinations system changes. Thus, V.N. Kitaeva marks that psychology and psychophysiology are independent branches of a science, therefore a "judicial and medical and psychophysiological examinations" class should be renamed into a "judicial and medical and psychological examinations" class [8].

Recently, in performing the JPE it is widely used knowledge of not only judicial, but also social, developmental, pedagogical, engineering, medical psychology. In this connection in the literature there appeared classifications according to which the JPE is defined not as a kind but as an independent class. Analyzing various theoretical schemes and judicial and expert practice, E.N. Holopova suggested to examine the JPE not as a kind of "medical and psychophysiological examinations" class, but as a "judicial-psychological and pathopsychological examinations" class. As initial criteria for such decision there served the positions according to which a defining of limits and a competence of each class of examination should be essentially determined by subject classifications of base sciences, and the sciences having different subjects of studying, scientific principles, methods and agents of corresponding researches should not enter into one class. Basing on this it is substantiated and suggested to distinguish the following independent classes presented in the previous classification as kinds: judicial and medical examination, judicial and psychiatric examination, judicial and psychological and pathopsychological examination, judicial and psychophysiological examination. If the class of judicial examination, from the point of view of E.N. Holopova, is determined by its connection with a concrete science, the kind characterizes concrete group of bearers of judicially significant information [18].

Other point of view on a designation of the class including the JPE as a kind is stated by S.S. Shipshin on the Academic council of the Russian federal center of judicial examination of Ministry of Justice of the Russian Federation (2001). In his opinion, the JPE and psychophysiological examination are the kinds of a separate "psychological and psychophysiological examinations" class [Cite on: 18, p. 22, 23]. According to the order of Ministry of Justice of the Russian Federation "on the statement of the list of kinds (sorts) of the examinations which are carried out in state judicial and expert establishments of the Ministry of Justice of the Russian Federation, and the list of expert specialties on which it is given the right of independent execution of judicial examinations in state judicial and expert establishments of the Ministry of Justice of the Russian Federation" from May, 14th, 2003 №114, JPE were included into the List of expert specialties on which it is given the right of independent execution of judicial examinations in judicial and expert establishments of Ministry of Justice of Russia. Thus, the kind of examinations was defined as "Psychological", and the expert specialty was named as "20.1. Research of psychology and psychophysiology of person".

Besides the listed, in a system of the JPE as a kind S.S. Shipshin includes also psychological examination in the juvenal justice divided in three forms of psychological exami-





nation of the minor (examination of the delinquent, the victim, and also the witness of law-breaking) having the specificity in criminal, civil and administrative trial [20].

In the classification of S.S. Shipshin psychophysiological examination which maternal science is not psychology itself, but the scientific sphere contiguous to psychology enters into one class with the JPE. At carrying out of psychophysiological examinations parameters which in the further receive psychological interpreting are established by means of a science of physiology. However, such case is not the only one in a system of judicial examinations. The similar situation takes place at carrying out a psycholinguistic examination: on the basis of the established linguistic parameters of the text or its fragments by the methods of linguistics they make psychological conclusions (purpose of creation of the text, character of its psychic influence on the addressee, psychological portrait of the author, etc.). In this connection it is natural the classification suggested by T. N. Sekerag. There the class of "psychological examination" includes three kinds: psychological (as examination of psychic processes, properties and states), psychophysiological and psycholinguistic examinations [15, 16].

We share the opinion of scientists defining the JPE as independent class in a system of judicial examinations in which a psychological examination itself is a kind and is presented by the examinations basing on all actually existing branches of a science of psychology. Other kinds of examinations of this class constitute those by means of which expert conclusions of judicial and psychological character are formed; however, as means for this purpose they use the possibilities of non-psychological science (e. g., physiology, linguistics).

Classification of sorts of JPE is realized on the basis of the general for all judicial examinations criteria, on the basis of criteria applied for contiguous kinds (classes) of judicial examinations, and also in view of the criteria specific for the JPE.

Depending on a kind of legal procedure the JPE is divided into examination in criminal, civil and arbitration trial.

As well as for all judicial examinations, for the JPE it is actual distinguishing the process kinds possessing certain specificity within it [10, p. 105 - 121]. According to the current legislation they are the basic–additional, primary–repeated, commission–individual, complex–homogeneous examinations.

Depending on a place of executing the JPE according to the Federal act "On state judicial and expert activity in the Russian Federation" on May, 31st, 2001 № 73 psychological examinations are divided into those that take place in state judicial and expert establishments, and those that take place outside of state judicial and expert establishments. State judicial and expert activity of psychologists now is realized in two ways. First, it is realized by experts-psychologists working in judicial-expert establishments of the Ministry of Justice of the Russian Federation. Secondly, it is realized by the medical psychologists working in judicial and expert establishments of Ministry of Health and social development of the Russian Federation and taking part in realizing of the CPPE as judicial experts. The homogeneous JPE doesn't take place in medical institutions [14]. Non-state psychological



and expert activity is carried out, as a rule, by employees of higher educational establishments.

Analogically to judicial and psychiatric examination, the JPE can be realized in dispensary form, in courtroom or stationary [13, p. 22, 23].

Depending on the stages of process they distinguish the JPE at a stage of preliminary investigation and JPE at a stage of law-suit. Depending on the body which set the examination, they distinguish JPE which is set by a person realizing the inquiry, and also by the inspector, the public procurator, the judge, the court.

According to the named law depending on object of expert research, the JPE can be realized basing on materials of a case or in connection with live people.

Examination basing on materials of a case is set when experimental psychological inspection of a person is impossible. It may be realized by correspondence or post-mortem. Postmortem examination is widely realized in lawsuit procedure when there are doubts in a psychological state of mental healthy person which have made the civil acts during lifetime (the will, huckstering, donation, marriage, etc.). Postmortem examination is realized in investigation of cases of depth including suicide cases [3, 7]. In other cases the examination basing on materials of case can be realized by virtue of specificity of expert research subject and object which do not assume psychological inspection of the person. As examples textual examinations [11] and also psychological examinations of soundtracks or videorecordings [4] can serve that.

Concerning live people, as well as in judicial and psychiatric examination, the JPE is divided into sorts depending on process position of the person examinee. In criminal trial all JPE are divided into examination of the accused (suspected, defendant), examination of the victim and examination of the witness. In lawsuit it is an examination of the civil plaintiff, examination of the respondent and examination of the witness. In trial of cases of administrative breaking of a law it is the JPE of persons concerning which the trial is led; JPE of victims; JPE of witnesses.

Proceeding from the features of the person examinee, it is distinguished the examination of persons suffering sensory disadvantages (deaf persons, mute, deaf mute, blind, and also persons with serious defects of hearing, speech, vision). Depending on a sexual attribute it is distinguished the judicial and psychological examinations of men and women. On the basis of such qualifying attribute as age they distinguish the examination of minors and examination of full age persons. Depending on amount of the examinees participating in experimental-psychological inspection it is distinguished: examination of groups, examination of a person, examination of two and more persons [18, p. 72, 73].

The classification of sorts of the JPE which is carried out on the basis of criteria specific for JPE is realized proceeding from a concrete definition of general subject of JPE as a kind of examination. Different scientists distinguish various JPE subject kinds. Thus, F.S. Safuanov attributes to them the JPE of individual-psychological features of a accused (defendant); JPE of an affect; JPE of an ability of minor accused (defendant) to realize actual character and the social danger of his actions or to regulate them;



JPE of an ability of the witness or the victim to perceive correctly the circumstances important for a case and to give evidence of them correctly; JPE of ability of the victim of a rape case to understand the character and meaning of actions made with her or to offer resistance; JPE of psychic state of a person committed suicide [13].

E.N. Holopova suggested the following classification of the JPE subject sorts: JPE of emotional and other states of personality; JPE of regulative abilities of personality; JPE of cognitive abilities of personality; JPE of communicative abilities of personality; JPE of characteristics of motive; JPE of individual-psychological features of personality; JPE of influence; JPE of groups; JPE of interactions of personality and a situation [18, p. 94, 95]. In this classification the name of a sort is determined by a psychic phenomenon established during carrying out the JPE. Such approach seems to be more productive as it allows the further differentiation of the JPE subject forms according to a degree of a community and subordination in subsorts (forms).

Thus, subject forms (on classification of F.S. Safuanov) of "JPE of affect" and "JPE of psychic state of the person committed suicide", as subsorts enter into a united "JPE of emotional and other states of personality" sort group (on classification of E.N. Holopova) alongside with "JPE of affect and other emotional states" [17], and also "JPE of psychic state of the person which has made the transaction" [24].

It is possible to mark the differentiation of a "JPE of cognitive abilities of personality" sort. It is applied to an establishment of circumstances in cases when categories of consciousness and comprehension are included in norms of criminal and civil law as an intellectual attribute of *the limited responsibility* ("accused could realize, but not fully, the value of his actions"); *an age irresponsibility* ("during the fulfillment of socially dangerous act, the minor owing to the delay of psychic development, which hasn't been connected with psychic disorder, could not realize fully actual character and social danger of his actions"); *a helpless state* of the victim of sex violence ("the victim by virtue of individual-psychological features was not capable to realize and understand character of actions made with her"); *transactions with defect of the will* ("during the moment of fulfillment of the transaction the capable citizen was in a such state when he was not capable to understand the value of the actions") and also *abilities of the victim and the witness* to perceive correctly the circumstances important for a case and to give evidence.

Forms of the "JPE of influence" are applied in establishment of illegal influence from the inspector on the persons participating in a case; in taken proceedings in connection with organizers of religious and pseudo-religious formations; in cases of investigation of swindle in the form of financial pyramids; in civil cases of recognition of the invalid transaction accomplished by the person being under influence of psychic violence.

In recent years many JPE began to be defined through categories of cases or the legal concepts designating circumstances liable to proving in case and containing a psychological component. To above named it is possible to add the JPE of the proved risk [17], the JPE of cases of accidents [5], the JPE of cases of the incidents bound with management of



technical equipment, and also cases of rape [17], etc. In lawsuit it is the JPE of cases of indemnification of moral harm [22, 6], protection of honour and dignity [23], recognition of void transactions [24], etc. These JPE are interspecific. We share the E.N. Holopova's opinion that from the point of view of formation of evidentiary base on separate categories of cases such approach is very convenient and effective [18, p. 86].

In the general theory of judicial examinations those of them which yet have no precisely expressed division into kinds (classes) are attributed to forming examinations [12, p. 141]. It is necessary to agree with the opinion of the scientists considering that in comparison with such judicial examinations as medical or psychiatric the JPE has no well-formed structure [2, p. 416]. It is a debatable question of definition of the class including the JPE, and also the list of kinds of examinations of this class. At the same time, now the tendency of isolation of the JPE in an independent class is observed; first attempts to define the kinds of this examination are undertaken [8]; differentiation of the JPE in subject sorts and forms is developed.

### The Literature

1. Averyanova T.V. Judicial examination. A course of general theory. M., 2007.
2. Averyanova T.V., Belkin R.S., Koruhov J.G., Rossinskaya E.R. Criminalistics: the Textbook for high schools / under the edition of R.S. Belkin. M., 2005.
3. Engalychev V.F. Postmortem examination // Applied judicial psychology: the Manual for high schools / under the edition of A.M. Stolyarenko, 2001. p. 420 – 430.
4. Engalychev V.F., Shipshin S.S. Judicial and psychological research of soundtracks and videorecordings // Judicial and psychological examination: the Methodical manual. Kaluga, 1997. p. 146 - 152.
5. Ivanov A.A., Mozurkevich V.V., Melnik V.V., Yakovlev Y.M. Judicial and psychological examination in investigation of an accident. Saratov, 1993.
6. Kalinina A.N. Theoretical and methodical bases of judicial and psychological examination in cases of indemnification of moral harm // abstract, thesis, Candidate of Judicial Science, 2006.
7. Kvitko N.I., Pototsky N.K., Holopova E.N. Legal basis of judicial and psychological examination of the fact of suicide. M., 2001.
8. Kitayeva V.N. Actual questions of classification of judicial examination on branches of knowledge // Theory and practice of judicial examination in modern conditions: Materials of the international scientific and practical conference. 2007. p. 237 - 241.
9. Kudryavtsev I.A. Judicial psychological and psychiatric examination. M., 1988.
10. Orlov J. K. Judicial examination as the evidence in criminal legal procedure. M., 2005.
11. Ratinov A.R., Kroz M.V., Ratinova N.A. Responsibility for arousing of enmity and hatred. The psychological and legal characteristic / under the edition of A.R. Ratinova. M., 2005.
12. Rossinskaya E. R. Judicial examination in civil, arbitration, administrative trial. M., 2006.
13. Safuanov F.S. Judicial examination in criminal trial. M., 1998.
14. Safuanov F.S., Skerag T. N. Judicial examinations with participation of the psychologist in the Russian Federation: forms, kinds, prospects of interdepartmental interaction // Judicial psychology. 2006. № 1 (Reference legal system the "Consultant").



15. Skerag T.N. Problems of classification of judicial and psychological examination // Actual problems of theory and practice of judicial examination: Materials of the International conference "the East-West: partnership in judicial examination". Nizhnii Novgorod, 2004. p. 230 - 233.
16. Skerag T. N. Theoretical and methodical bases of diagnostics of the "flaw of will" in judicial and psychological examination // abstract, thesis, Candidate of Judicial Science, 2004.
17. Sitkovskaya O.D., Konyshcheva L.P., Kochenov M.M. New direction of judicial and psychological examination. M., 2000.
18. Holopova E.N. Judicial and psychological examination: theoretical, legal and organizational bases. Kaliningrad, 2004.
19. Shipshin S.S. New view of a system of judicial and psychological examination // Actual problems of theory and practice of judicial examination: Materials of the International conference "the East-West: partnership in judicial examination". Nizhnii Novgorod, 2004. p. 222 - 225.
20. Shipshin S.S. Judicial and psychological examination in juvenile justices // Theory and practice of judicial examination in modern conditions: Materials of the international scientific and practical conference. 2007. p. 443 - 447.
21. Shishkov S.N. Kinds of judicial and psychiatric examinations // Judicial psychiatry: the Textbook / under the edition of A.S. Dmitriev, T.V. Klimenko. M., 1998. p. 97 - 104.
22. Yuganiniva A.L. Judicial and psychological examination in cases of indemnification of moral harm. Saratov, 2000.
23. Yuganiniva A.L. Judicial and psychological examination in lawsuit: In 3 parts. P. 2. Protection of honour, dignity and business reputation. Saratov, 2002.
24. Yuganiniva A.L. Judicial and psychological examination in lawsuit: In 3 parts. P. 3. Transactions with the flaws of will. Saratov, 2006.



## Personal Psychology

Demidova I.F.

### Living world as a base of professional formation of students

*The article suggests an approach to organizing students' professional training based on their living world type, conditions, criteria and means for such organization are being assigned. Living world system, typology and regularities of professional formation at the stage of professional training for each living world type is reviewed in detail. A program of professional training for students based on their living world is suggested.*

**Key words:** *living world, living world structure, professional world, living world typology, professional formation, professional formation conditions, professional formation criteria.*

Professional formation is a long term process in human life, that begins with choosing future profession and ends with retirement. One of most important stages of this process is professional training, because that is where readiness to work in specialty in future is formed, PVK is developed and professional future is planned. At the same time, nowadays situation of coping with labor-market in our country is unsatisfactory, because entrants often choose their future profession based on outer attractiveness of that profession, but not on their inner world, and study not for knowledge but for a diploma. This situation is stimulated by the employers, who usually value the presence of a diploma of higher education but neither competence of their future employees nor the level of their special and professional training. As a result of such situation, it is hard or even nearly impossible for a person, who doesn't work in his specialty, to realize himself in his further professional activity, he will face emotional burnout, lack of prospect crisis and in-personal conflicts earlier. Therefore, an important front of work of institutes of higher education is formation of orientation for work in specialty among students. And that is where a problem of organizing such work arises. We think that teaching, based on student's living world using sense-technologies and interpersonal dialogue, can form readiness to work in specialty with future orientation on self realizing or simple satisfaction with one's own activity.

The central term of suggested approach is living world. The term of living world has been reviewed by different authors in different context (E. Gusserl, 1986: 1994; J.-P. Sartre, 2001; S. Buller, 1933; B.G. Ananiev, 2001,2005; S.L. Rubinshtein, 1957; 1997; F.E. Vasiliuk 1997; D.A. Leontiev, 2003; 2004; L.I. Antciferova, 1998; A.A. Derkatch, 2002; R.A. Akhmerov, 2003; B.S. Bratus, 1997; 1999; T.H. Berezina, 1997; I.T. Kasavin, 2004).



Living world is usual everyday life, inter-subjective world that is constructed by the consciousness of people that make it up, which they perceive as something that goes without saying, beyond any doubt, and which is a world of general meanings and senses for those who live inside it. Philosophical approach to living world consists in picking out such of its features as subjectiveness, unconsciousness, influence on person's behavior, his choice of prospects, future planning. It a certain interpsychological reality that determines a person's course of life, but often not realized by the person himself.

In modern psychology the term of living world is reviewed from different points of view, filled with different meanings, but for all that, the term living world may be not mentioned, and its manifestations are studied as independent phenomena – course of life (S. Buller, A.G. Ananiev, N.A. Loginova, V.V. Ivanova, A.A. Kronik, E.Y. Korjnova, A.A. Derkatch), living strategy (A.K. Abulkhanova-Slavskaya, L.I. Antciferova, G.V. Ivanchenko, T.N. Berezina), living plan (N.A. Poletaeva, T.Y. Bradulova), living style (C. Morris, E. Dreicurs-Fergusson). There is no unified opinion of ether living strategies and plans are formed upon certain age or are subject to change through out the course of life, and of how they relate to living world itself. It is emphasized, that through out the course of life an image of world is formed by each person, but different authors have more wide or narrow meaning for the term of this image.

Analysis of different approaches to living world and it's manifestations allowed formulating several positions about it's essence.

Living world is formed unconsciously under the influence of family, culture, mass media, education, different forms of social consciousness, and determinates different choices of a person. человека. It can be said, that subjective living world, which opens to a person in his self consciousness through value-orientation and life-sense questions, influences on person's building individual life-style, life course and fate as whole. Living world interacts with real world, and from that interaction an image of real world is formed. Being the subject of his own life, a person builds life plans, creates living strategies, defines living prospects and thus, becomes as active builder of his own fate, a subject of a life course. At the same time, every one has his own life course building style. And what this style and life course will be completely depends on living world contents. Therefore, living world can be viewed as a kind of system, that has it's own contents, functions and dynamics in the structure of a person's inner world.

Main function of living world is life integration. It is a kind of system creating factor, in terms of which a person builds his life. Depending on living world contents, a person makes decisions, life choices, performs actions, creates living strategy and life style. It often goes unconsciously for the person himself, as not everybody thinks of the reasons of their actions and motives for their behavior. Although, regardless whether it is conscious process or not, everyone has a general line in life that he follows, and that line is determined by a persons living world.

Two aspects can be picked out from the contents of living world: cognitive aspect and personal aspect. Cognitive aspect consists of outlook and beliefs system. Outlook



is a system of views on outer world and a persons place in it. This is exactly where sayings “a man acts according to what he believes” or “this is contrary with my views and beliefs” come from.

D.A. Leontiev [10] suggests differing 4 aspects of outlook: contentional (postulates, on which subjects conception of regularities that act in the world is built); valuative (a system of ideals, giving a conception of what the world should be or become); structural (features of psychological organization of separate outlook postulates into more or less single whole); functional (grade and character of outlook structure influence on persons actions and perception and comprehension of reality).

Outlook is always cognitive in its contents, it is a kind of “knowledgalble” components. A person can describe his idea of the world, it is formed on level of knowledge understanding, literature reading, close people views. The more is a person keen on knowledge, education, science, the more complete his outlook is, the more “scientific” it is. Scientific outlook is connected with logical thinking, ability to argue, to receive and process information. And vice versa, people with worldly psychology domination and mythological thinking, lack interest to scientific knowledge, they settle for popular literature or other people experience and do not perceive scientific facts, which results in their outlook being shallow and nonscientific. “Outlook always bears a deeply singular imprint of person-individual features, world knowledge in it forms an alloy with beliefs, not always clear conceptions and unconscious schemes and stereotypes” [10, p. 4].

Personal aspect consists of motives, values and senses. They are always emotional as they represent the very essence of a person. Correlations between these components are rather hard to define, because they are intertwined with each other. A motive is something for what a person performs certain actions, it answers the question “why does a person need that?” Values and senses in their turn answer the question “why is that what a person needs?”, which is usually because that is of some value and sense for a person. Correlations between senses and values differ in width. Sense is a more wide and univocal term, while values are included into sense and concretize it. For example, work is a life sense for a person, he realizes his values in it, such as self establishment, self development and self realization. That is why he spends a lot of time at work, “puts himself into it”, i.e. realization of values is the motive. A person can have different values and senses with the same motive. If in the given example the sense is a “beautiful” life, then high salary, luxurious house, a car are the values, but work is the mean to achieve this “beautiful” life for this person, so he will pay a lot of attention to it.

Hereby, the way a person will realize his sense, and what this sense will be depends on values. In this case terms “values” and “value” orientations are synonyms. But matching terms “sense” and “life-sense orientations” is not considered possible. Naturally, the difference between those two terms is not always certain, but it exists. Life-sense orientations are value based meaningful methods of sense realizing. For example, self realization in professional activity can be achieved by increasing professionalism and competence or by ignoring others’ interests, domination, imposing





your point of view.

When born, a person finds himself in ready real world. That world is not homogenous in its structure, it is specified by the time in which the person lives, society and culture in which he was born. That culture has its traditions, ethic values, family and marriage institution, education and upbringing system, world of professions, labor market, as well, as every society has its economical, political, religious systems and environmental situation. All of that will influence the child while he grows up, forming his living world, defining the sense of his life.

First world that a child gets into is the world of family. His parents and other relatives each have their own living world, and totality of those living worlds has formed the order of the family. That order will determine child's living world for long, if not forever. There is a reason why many outstanding psychologists and psychotherapists emphasize the role of early life experience in child's development and self definition. Although, each one of them considers only the part of that experience, which correlates with their theoretical views, the statement itself is beyond any doubt.

Next world that starts influencing the child is the world of the country and culture he lives in. This world influences him through mass media, advertisement, propaganda and other elements of mass consciousness. Lets look at a well known example. UNESCO regularly conducts polls among school students about their knowledge, checking its real level at the same time. The results have been stable for the last 10 years. Korea and Japan show The highest level of real knowledge, while they value it as intermediate. Americans value their knowledge the highest, while the real knowledge level is quite low. That is the influence of ideology.

After that the child enters various education establishments, and his living world gets influenced by education system. It forms not only the knowledge system, but also the outlook, that can be scientific or mythological, active and meditative. Our goal does not include different education systems analysis and defining which is better or worse, but the example with school students is as well a representation of education system.

Studying in school, the child gets acquainted with the world of professions. Unfortunately, in our country the acquaintance is unsatisfactory. School tells only about either most popular or most demanded professions, and even those are described in a sketchy manner. As a result, graduates often don't know what qualities and abilities are required for this or that profession, whether they will be able to realize their demands and values in it, or if it correlates with the living world that they have formed. They enter higher or middle special educational establishment, and higher education system starts influencing on them. Upon graduation they enter professional world and are not always able to correlate it with the living world they've got, or they start realizing their world in the given profession, which not always goes right.

But for all those years the child had been settling one more world – the world of senses and values. Firstly he just appropriates them from the worlds around him: family, culture, mass consciousness. Values form with first parental prohibitions and



permissions. They may vary: "Don't be greedy, let that boy play with the toy too" or "That's right, keep your's to yourself!", etc. After that, along come cartoons, advertisement, movies that circulate the image of successful self-made person, who achieves everything with his labor and hard work, luck (American dream) or simply at all costs (which is the most often met case nowadays). Children learn, which qualities are valued the most in the society, how can one develop them, by what means success can be achieved. They form the term of success, reconsider traditional values and pick those that contribute to that success, and maybe unconsciously, but form their life sense.

Of course, other "worlds" that surround a person can be highlighted, but we're interested in correlation of the four already present: value-sense, educational, professional and living ones. Value-sense world is the first to be formed, and it gradually begins to constitute personal aspect of the living world. Based on his personal (value-sense) aspect a person chooses his profession. During the years of education, his living world strengthens, its cognitive aspect (outlook) forms, which then reveals itself in professional world. In period from 20 to 30 years, our outlook and living world stabilize and become prior related to behavior and different life choices. Its change is very seldom possible, only during personal crisis periods, when living world proves ineffective. These situations can be called existential choice situations, because values are corrected, life plans and sometimes even life sense are reconsidered. But even in such situation a person can choose not to risk changing his living world, but working out defensive mechanisms instead.

The educational world, in its turn, is a mean of development and enforcement of living world and its value-sense component. Different education systems reveal tendencies to forming this or that living world type; they influence its value-sense component. This means that knowing this component and the living world it belongs to, it is possible to, on one hand, consider them in education process and thus carrying out individual approach, and on the other hand, to develop world of values and senses, thus enriching the living world. Hereby, it is exactly the living world that can be seen as a base upon which professional formation and personal development occurs.

When analyzing literature, devoted to living world problem, it is possible to emphasize different living world typologies.

S.L. Rubinstein [12] always stressed, that there are two main ways for a person to exist, and, accordingly, two life attitudes. First one is a life that never exits the limits of direct connections, in which the person lives: parents at first, then friends, teachers, then a wife (or a husband), children, etc. In this case the person is completely inside his life, his each attitude is an attitude towards distinct phenomena, but not the life as a whole. The second way is connected with appearance of reflection. It somehow holds, interrupts the ceaseless process of life and brings a person beyond its bounds in his mind. A person assumes a position outside of his life. This is the turning point. Here the first way of existence ends. Philosophical comprehension of life and life sense is connected with the appearance of reflection.



Two life types were also mentioned by A. Maslow [11]. His B-life and D-life are not only a result of demands hierarchy, but also a person's choice of a certain way of life, based on preferred motivation and values.

**D-life is the human ambition to satisfy the existing deficit or environment demands. Their position is to "live by today". D-life is characterized by routine and monotony, a denial to take anything seriously, a tendency to simple but pleasant actions (work all day, come home, eat, spend the whole night in front of a TV).**

**B-life is an effort and a dash, when a person the full potential of his abilities. How ever, this life is impermanent, it is a period, a moment when a person is more concentrated, more immediate, creative and open for emotions.**

Accordingly, life sense of these people varies as well.

Close in its essence to Maslow's approach is the typology of life programs, suggested by R.A. Akhmerov [1; 2]. He emphasizes two life programs of a person – program of social-psychological adaptation to society (encouraged by society) and self-realization program that doesn't always match the adaptation program. Self-realization program can often be not apperceived by personality. Living activity of a personality may decrease when outliving the fact that adaptation program does not contribute to self-realization, and reveals in outliving of sense loss, in biographical crisis (Akhmerov, 1994, 1997).

A.R. Fonarev [13] emphasizes three moduses of life, which can also be viewed as manifestations of person's living world. First modus is the modus of possession. In it's contents it is close to first life way by Rubinstein, D-life by Maslow and adaptation program by Akhmerov. People living in accordance to it tend to personal comfort, profit, minimalizing any efforts in all spheres, that do not relate to personal welfare. In the latter case any risk and any sacrifice is acceptable. Every person or item is esteemed for the position of it's usefulness for satisfying one's own demands.

The second modus is the modus of social achievements. Here a person is aimed at self-realization, but that self-realization may come not only as actual self-development, but also as an aspiration for power, achieving some positions, status, which in person's opinion is objective rate of his achievements.

Third modus is the modus of serving, which can be described with the following parameters: freedom, responsibility, morality, love, creative activity. Such materialization for person's spirituality is serving. These are the "peak experiences" by Malsow, B-life.

F.E. Vasiliuk [3] suggests the following typology of living worlds as criteria for dividing, suggesting terms of "outer" and "inner", "easy" and "difficult" living world. Combining these binary positions results in the following categorical typology.

1. Inner simple and outer easy (Infantile) living world provides immediate satisfaction of demands of the being living in that world. His life is reduced to direct vitality, and obeys to principle of pleasure.

2. Inner simple and outer difficult living world (Realistic). The difference of this living world form the previous one is that the goods, necessary for life aren't given



directly. Outer space is imbued with barriers, resistance of things, and that is why the main "organ of life" of the being in here is objective activity.

3. Inner complex and outer simple living world (Value) The main problem of living in simple and complex world is not outer (How to reach the goal? How to satisfy my demands? ) but inner (What goal should be put? What for Should I act? ). Inner integrity is the main life necessity for this world, and the only principle, capable to coordinate differently aimed life attitudes is the principle of value.

4. Inner complex and outer difficult world (Creative). Main inner necessity of this world's subject is incarnation of ideal over-situative design of his life as whole. This problem has to be solved on material of concrete situative actions in conditions of constant inconveniences and regularly resuming inner misalignment. In it's essence such problem is creative, as it never has any pre-made solving algorithm.

D.A. Leontiev [9] suggests emphasizing three living world types based on such criteria as time structure and individual and society correlation.

First living world type is the most ancient historically it can be denoted as traditionalist life model or traditionalist living world. It is a life based on reproduction, cyclicity, homeostasis. Past is the dominating time, which sets all guides; present should repeat the past, and future should repeat the present. Variations from this standard are not welcome.

Second living world type can be defined as hedonistic, it is not much younger than the first one. It is a life style of those, who does not subdue his own interests to interests of social whole, but contradicts them and makes traditional society a mean of satisfying of their own demands.

Third way to organize living world appears when there are people who transcend not only the system of social norms and rule but also their actual needs, interests and demands, Projects are built, pragmatically non-specified knowledge accumulation appears. This living world can be defined as "progressive". Such living world is aimed at the future. Science, culture and creative business, that makes something new, live there.

Living world type content analysis, suggested by different authors, allows emphasizing several likeness in those contents, and combine them by those likeness. Thus, traditional life type (Rubinstein), D-life (Maslow), and social adaptation (Akhmerov) are close in their contents and passing, as well as their contraries – reflexive life type (Rubinstein), B-life (Maslow) and self-realization (Akhmerov). That is why henceforth we will talk about two world types – traditional type and self-realization type, considering contential likeness of above named world types. Also, close in their contents are infantile (Vasiliuk) and hedonistic (Leontiev) world types, creative and progressive world types (on the condition of active life position for creative type), and the middle position between traditional and progressive world is taken by realistic world type. And completely independently stands value world. Hereby, we can speak of the following living world types: Traditional, self realization, progressive, each of which includes infantile (hedonistic), realistic, value, and creative.

Therefore, professional forming is realized on the background of formed and still



forming living world type of each and every student. If we want to optimize the process of professional forming, contribute not only to professional training, but personal development as well, we can not ignore that base, upon which this is carried out – the living world in which each person lives.

Professional formation conditions can be objective or subjective. The objective are: social demand for professionalism, prosperous organizing environment, relatives and colleagues support, demand for profession on labor market, worthy salary, etc. These conditions do not depend on each certain person, they depend more on social-economic background in the society. We can tell students about them, but we cannot teach them to change this background.

As for the subjective conditions, those are created by the person himself. Many of them can be emphasized as well, but we are interested in personal aspects, that contribute to professional formation and development. Because of the great variety of those conditions we would like to stop on the following ones: value and life-sense orientations, demand for competence [4; 5; 6; 7; 8]. Value and life-sense orientations give life a direction and a sense, help fulfilling moral and life choice. Demand for competence influences educational and development processes of employees, not allowing them to stop at what they've already achieved. Gradually, demand for competence can become a life-sense demand, which allows reaching the peaks of professionalism and professional acme. Herewith, demand for competence may express itself differently, i.e. we can speak of different levels of that demand (low, middle, high), that is why the peak of professionalism can more likely be reached by people with high level of given demand.

Aside from that, conditions for professional forming are: education system, its organization and the teaching technologies applied. After analyzing different teaching paradigms (Traditional (knowledgeable), personal-oriented, competence-oriented, sense ) we have come to a conclusion, that the most prospective system is the sense-centered, which allows influencing living world components, forming criteria of professional forming.

Most important stages for professional forming are stages of professional training and adaptation to profession, because from how effectively these stages were passed depends how deeply did a person understand the contents of his profession, mastered its operational system, realized his abilities and prospects for self-development, how high will his motivation to become a real professional will be. It is necessary to emphasize personal criteria of professional forming, presence of which is quite important for a university graduate and will allow him to become a real professional in the future. We think that such criteria are: psychological readiness to professional activity, professional I-conception, professional self definition, readiness for crisis and overcoming them, motives of professional self-statement, development of self-understanding, finding a personal sense in professional activity, rational thinking.

Each type of living world will have its different conditions (value and life-sense orientations, demand for competence) and criteria of professional formation.



What will the process of professional formation be with different living world types? Representatives of infantile and hedonistic living worlds will have a spontaneous process with no distinct criteria. With traditional and realistic living worlds this process will be stereotypical, professional I-conception will be stereotypical as well as incomplete, motives of professional self-statement will be weak, professional activity will be more of a method for reaching material welfare or status, professional self-definition and psychological readiness for professional activity may vary in wide range and will have an individual character, self-understanding will be intermediate. In value, creative and self-realization worlds this will be an active process with developed professional I-conception and professional self-definition, high readiness for professional activity, developed motives of professional self-statement, high self-understanding, but only if the person seeks sense in professional activity and it will be a life-sense orientation to him. Otherwise, professional formation will be traditional with individual changes in some criteria. And finally, the progressive living world. Again, if professional activity is a value, professional formation process will be active, professional I-conception and self-definition will be well developed, psychological readiness will be high, but self-understanding and motives of professional self-statement will be poorly developed, and there'll be no personal sense in professional activity, it will be a mean for fulfilling greater plans. And if the professional activity is of no value for a person, then Professional formation will be spontaneous.

For a full-fledged professional formation of students it is necessary to create such atmosphere in educational establishment, so that education would contribute the most to development of sense sphere and readiness to work by speciality in the future. The mean for such education are sense-techniques and sense-technologies, and the form is inter personal dialogue, i.e. by including the system of sense-technologies into an interpersonal dialogue, we will achieve the best results.

Conditions we've emphasized, methods and criteria of professional formation on the stage of professional training are present in the table below.

<b>Conditions</b>	<b>Criteria</b>	<b>Methods</b>
Living world type	Professional I-conception	Sense-techniques
Value orientations	Psychological readiness to professional activity	Interpersonal dialogue
Life-sense orientations	Professional self –definition	
Demands for competence	Readiness for crisis and overcoming them	
Educational activity motives	Professional self-statement motives	
Sense paradigm in education	Finding personal sense in professional labor	
	Self-understanding	
	Rational thinking	

The whole program of work with students can be divided into several parts or phases. On phase one diagnostic of students living world type is carried out. This phase takes place in second semester of first year of studying. Lets give some grounding to this choice of time for diagnostics. First, students need time to adapt to each other, the



educational establishment they've entered, studying conditions. Sincerity and openness that are required for inter personal dialogue and many sense-techniques are not likely to happen between people, who barely know each other. By second semester, the process of initial adaptation is finished and work can be begun. Second, first year students have more fundamental subjects to learn, and as the result of that learning categorical apparatus of sciences is founded, and a deep digestion of those subjects is needed, so experimenting with new teaching forms is inadvisable. Third, students enter higher education establishment having an already formed living world, so diagnosing it is quite justified. More to it, late diagnostics will lower reliability of secondary diagnostics as after adapting, students will start influencing each other, studying system will start influencing them and their living worlds will get slightly reconstructed.

At the same time, this does not mean that during this period of education we should not use any teaching methods but the traditional ones. We can use active teaching methods, tasks for rational thinking development, and tasks and sense-technical influences aimed at relationships, for example, on discovering advantages and disadvantages of the relation object. Generally, we suppose that the beginning period of education should be used for development of rational, logical thinking. This condition of professional formation is basic for other two.

Second phase is the development of differentiated studying plans considering living world types and competence demand level. Given plans are aimed at forming the criteria of professional formation that correspond to the living world. These plans will be imbued with various sense-technologies. This does not mean, that we must completely individualize education process. We speak exactly of differentiation, division of students into groups with similar living worlds. We do not pursue an aim to change the living world, although we suggest, that it may be somehow modified during education process.

Third phase is the realization of above mentioned plans. The problem is that efficiency of this phase depends on coordinated teachers' work,, i.e. these plans must be realized by teachers of graduation lectern, naturally considering the specifics of the subject. We can hardly form professional formation criteria if it is done by one enthusiastic teacher. This is a complex work, that requires coordination and will last till the fifth year of studying.

On the fifth year of studying, final, conclusive phase is carried out – secondary diagnostics of professional formation criteria completeness degree. This diagnostics will not allow us do any correction on students personalities, but will give us an opportunity to value the plans we developed and correct them for other students if needed.

Besides, it is possible to carry out diagnostics of competence demand, value orientation, rational thinking and the contents of certain professional forming criteria of students at the end of every year of studying.

It would be nice to hope that this given work is perspective and will allow optimizing professional forming process, by making it more personal, value, conscious, which afterwards will help recent students their place in life, self-realize, and get more satisfaction from life, by filling it with sense.



### **The Literature**

1. Akhmerov R.A. Life programs of personality // Science and practice. Dialogues of new century: Materials of international scientific-practical conference. Volume 1. – Naberejnie Chelni: Kamsk state polytechnic university publishing, 2003. – P. 3-4.
2. Akhmerov R.A. Biographic crisis of personality: Diss. ... cand. psycholn. Scien. – MOSCOW, 1994.
3. Vasiliuk F.E. Psycho-technique of choice // Psychology with human face: humane prospect in post-soviet psychology. /After D.A.Leontiev, V.G.Schur. MOSCOW, 1997. – P. 284-314
4. Demidova I.F. Study of status-gender aspects of competence demand. // IV International scientific-practical conference "Problems of regional management, economics, law and innovative processes in education" report collection. Volume 4. Taganrog, TIUIE, 2005.– P. 209-217.
5. Demidova I.F. Research of age conceptions of competence // Materials of Siberian psychological forum "Methodological problems of modern psychology: illusion and reality". /After G.V.Zalevski Tomsk: Tomsk State University, 2004. – P. 717-724.
6. Demidova I.F. Competence demand as a value sense determinant of professional formation // Acmeology: personal and professional development. Materials of International Scientific Conference 7-9 of October 2004. "Eko" Publishing, OOO "PKC Altext", 2004.– P. 324-327.
7. Demidova I.F. Development of competence demand among students during education process // Image of Russian psychology in country regions and world. Materials of int. Forum and young scientists school IP RAN. MOSCOW, 2006. – P. 193-198.
8. Demidova I.F. Development of competence demand via sense-technologies // Materials of scientific-practical conference "Ananievs readings – 2006". SPb, 2006. – P. 253-254.
9. Leontiev D.A. To living worlds typology // 2 Russian scientific-practical conference on existential psychology: message materials / After D.A.Leontiev. - MOSCOW: Sense, 2004. – P. 114-114.
10. Leontiev D.A. Life-sense orientations test (SJO). MOSCOW: Sense, 1992. – 17 p.
11. Maslow A. Motivation and personality. SPb, Piter, 2003. – 352 p.
12. Rubinstein S.L. The man and the world. MOSCOW: Science, 1997. – 189 p.
13. Fonarev A.R. Psychology of professional personality formation: Stud. tutorial. – MOSCOW: MPSI publishing, Voronezh: MODEK, 2005. – 236 p.





## Social Psychology

**Boguslavskaya V.F., Zaitsev I.V.**

### The Social-constructionistic approach in research of political identity

*In the article in the frameworks of social-constructionistic theory the phenomenon of political identity is examined and submitted as a project designed in a discourse. The discourse-analysis is used as a basic method. The research reveals both four types of political identity: included, estranged, conformistic and idealistic; and factors influencing on forming of these types. The results of the research have confirmed an opportunity of influence on forming of political identity through the structure of a discourse that is an actual goal in a modern situation of political estrangement of a significant number of Russian citizens.*

**Key words:** political identity, factors of political identity, a political reality, social constructionism, a discourse, a discourse-analysis.

The concept of identity, which covers both emotional self-experiences of an individual and a personal activity, and national features, has become one of the main subjects in the modern society. Many problems from the economic, political and cultural sphere, finally, prove to be questions of identity. Against the background of reforming of institutes of the society and the state, the problem of political identity causes a genuine interest in researchers. In spite of a great number of theoretical elaborations and empirical researches, which have been accumulated by social sciences, this problem does not lose its urgency.

Political identity is necessary to be understood as «a subject's identification of him/herself with a certain political position recognized by the other subjects of political relations» [4]. Political identity actually turns out to be such a sort of a group belonging by means of which the subject him/herself realizes this belonging and is guided by it in his/her political behaviour. Today the fact that political identity plays an essential role in the process of forming of «an external behaviour» of an individual does not raise doubts any more: with the help of political identity an individual or a group becomes a subject of political relations and political process.

The phenomenon of political identity poses some questions for researchers. On the one hand, these questions concern: what consequences of that fact that we categorize ourselves in a definite way are? On the other hand, what determines that we categorize ourselves in a definite way?

One of the major components of the analysis of social psychology is the area of social cognition where categorizing acts as a starting point and by means of which an ordering



and systematization of outward things are originated. Questions about categorizing are revealed in cognitive psychology. In this case, with reference to political identity, it is pertinent to introduce a concept of «an objectively existing world», learning which allows the subject to formulate ideas and values of this world, to be guided in political field, and to perform functions inherited in it in politics. However the world is not univariate and the process of self-categorizing of an individual in politics can be considered not as a reflection of the existing world, but as a creation, designing of new worlds. In this case identity is represented in the form of a certain project, a form-factor, which is determined by the way of estimation of the individual of this or that factor bringing as a result to self-categorizing.

The idea of a designed reality has developed within the framework of a separate scientific trend which in social psychology has received the name of social constructionism. From the position of social constructionism «the knowledge about politics, produced by means of involving meanings and senses in it and mutual exchanging of these senses according to the accepted rules, is a discursive formation». In other words, the political reality, as well as its separately taken images, is designed in a discourse during which «local, relatively steady, but historically and cultural mobile “forms of understanding of the world and this reality” are arising. These “forms”, i.e. descriptions and explanations of a political reality (in the form of linguistic images), act as constituting elements, making also an integral part of social patterns and samples (behavioural, communicative, cognitive, linguistic)» [1]. Thus, our way of contacting does not reflect the world, identities and social mutual relations, but, on the contrary, it plays an active role in its creation and changing. «With the help of language we create a representation about a political reality, which does not only reflect its content, but also designs it. It does not mean that the political reality itself does not exist, but it means that only meanings and representations about it are real». [2] Certainly, physical objects (for example, the building of the State Duma, political leaders) also exist, but they also take on their significance only due to a discourse. Thus, attaching significance to something in discourses creates and changes the world and ideas about it. In this case political identity can be defined as an identification of a person with a subject position in the structure of a discourse.

The sight at identity as on a certain formation designed in a discourse, has underlain our research, *the object* of which is political identity. *The purpose of the research* was to reveal features of political identity and factors influencing on its forming.

The version of the discursive analysis – the critical discourse-analysis (CDA) offered by Farclou and Wodock – was used as the basic method of the research. Free compositions on the subject of «I and politics» were used as material for research. Respondents were offered to determine themselves a structure and contents of their compositions. The only demand which was made to the compositions was an interpretation of concepts used in the work. Authors of the compositions were students of 19 – 35 years old of internal and correspondence forms of education. 100 works were taken for the analysis. The research did not take into consideration the age and gender differences.

At the first investigation phase the contents of statements of the respondents describing the essence of a politics were studied. Research of nouns used in the self-description provides



perceiving the contents of the statements. There is an opportunity to pick out explanations of essence of politics, which included a certain share of interpretation. For example:

(1) *For me politics is a struggle for power, it is somewhere far away.*

(2) *Politics is one of business cards of this or that country; it is one of the major characteristics of the position of the state, because attitudes of other countries of the world community are under construction according to it.*

(3) *Politics is not an ordinary business, and to make a career in this walk of life, it is necessary to understand people very well.*

The explanation of essence of politics varies in the examples. In example (1) politics is considered as a struggle for power, with specification of that fact that it realizes without any electorate. Expression «somewhere far away» functions as an explanation of estrangement of politics from the author of the statement. In example (2) politics is represented as the major characteristic of the state. The author introduces the explanation of its importance with the help of conjunction «because», which precisely designates a causal relationship between the position of the state and the attitude of other countries to it. At last, in example (3) the author represents politics as a professional activity. The explanation of complexity of this activity for the author is introduced with the help of the infinitive with «to». It is important to note that definitions of politics were not given by the researchers beforehand; the definition of the essence of the given phenomenon was given by the respondents independently. The received definitions of politics were considered by the researchers as the contents of individual political consciousness expressing the perception of politics.

The analysis of materials included the analysis of the reasons describing politics and a political life. The received data were interpreted. And at the same time elements of the text were compared according to contents and to the form in order to reveal similarities and differences in explanations of essence of politics. As Potter and Wezeral mark, explanations were not so much distinguished by the principle «what has been told in a fragment», as by the principle «in what way these fragments have been made and what linguistic resources the authors of compositions have used» [6]. The special attention was given to two aspects of the explanation. The first aspect is the author's description of essence of politics which takes into consideration the distinguished subjects-«supporter». The second aspect is a manner of the author to describe his/her role and participation in politics and in a political life of the country.

As a result of the analysis four types of identity have been discovered. **The first type** is «identity of the included type». Explanations with the help of the given repertoire are under construction around the idea that any person is capable to influence on politics («politics is created by a person», «I would like to emphasize a role of influence of a person on politics»). Among language units frequently appearing during this approach it is necessary to point out such as: *a personality, each of us, any person, every person*, and also such active verbs, as: *to influence, to have an active position*. **The second type** is «identity of the estranged type». It characterizes politics as an activity of separate persons (politicians). The authors of compositions precisely separate themselves from politics.



Methods with the help of which the authors draw a distinction between themselves and politics are usage of following expressions: «... *it is what our politicians live with*»; «*I have no relation to it*». Thus, the authors of compositions oppose themselves («far» from politics) to politicians (other people involved in politics). **The third type** is «identity of the conformistic type». Explanations by means of conformistic repertoire are reduced to the statement that politics is a struggle for power in which all citizens are included. The authors explain the role of citizens in struggle for power by their constitutional law «to elect and to be elected». The authors formulate explanations of conformistic repertoire with the help of the language techniques including following expressions: «... *because there are a lot of vanity around them and everyone speaks about it*», «... *everybody voted*», «... *many people consider*», «*everybody is dissatisfied*». The feature of this repertoire consists in absence of one's own beliefs and points of view. The approach is based on orientation to the opinion of the majority («many», «all», «everybody»). **The fourth type** is «identity of the idealistic type». It defines politics as institutional formation, a kind of a professional activity «*accessible to any citizen by his/her willingness*». The important characteristic of this type consists in belief of the respondents in an opportunity to influence on politics, to determine prospects of further development of the society and the state. The authors of compositions speak about interest to a social and political life, and at the same time they provide themselves with a subject role. The degree of a personal participation in a political life is determined by only their own desire.

The structure and features of an origin of the statements were also analyzed. The concept of process in free self-descriptions relates to synchronistical (situational) and diachronistical displays of the Self-concept in various social contexts. One of the ways of studying processes in free self-descriptions is a classification of verbs. A classification was chosen according to the level of abstractiveness of verbs and the dictionary of verbs which had been used by respondents in compositions in the context of the description of their own participation in a political life was made.

The model distinguishing a degree of abstractiveness of expressed actions was constructed with the help of the method of an expert estimation. Teachers of the sub-faculty of the Russian language were experts and estimated verbs from the composed dictionary according to the degree of abstractiveness of expressed actions by the scale from 1 to 10.

At the second investigation phase the influence of the type of political identity and emotional attitude of the respondents to politics on the level of abstractiveness of descriptions of this phenomenon was revealed. The type of identity and emotional attitude are independent variables presented in a non-metric (nominative) scale. The revealed level of abstractiveness is a metric dependent variable. As a consequence of the multiple-factor dispersion analysis the following results were received.

The low level of abstractiveness of descriptions is characteristic for identity of the included type with a negative emotional estimation of politics and political events. It is discovered that at the included type of the description of politics with a neutral emotional estimation the level of abstractiveness of these descriptions increases up to the mark of an average level. Identity of the conformistic type is inherent an average level of



abstractiveness of descriptions of politics both at a negative and at a neutral estimation of a political life. Identity of the estranged type shows a high degree of abstractiveness of descriptions of essence of politics at a negative estimation of political events, and abstractiveness of descriptions is reduced up to an average level at a neutral estimation. At last the highest level of abstractiveness of descriptions is shown by the respondents with identity of the idealistic type and a positive estimation of this phenomenon of politics.

Thus, we have defined four types of political identity and levels of abstractiveness of descriptions and explanations of phenomenon of politics inherent to these types.

The third investigation phase was devoted to revealing the factors influencing on forming of political identity in a discourse. For solving this problem on the basis of already received research material a questionnaire was elaborated which included a set of statements, allowing us to reveal attitudes of the respondents to meanings of separate marks making the structure of a political discourse. 200 people took part in the research. The dispersion analysis revealed the influence of independent variables, representing marks making the structure of a political discourse in works of our respondents (an estimation of a political policy, a trust to politicians, an attitude to reforms), on identification of the types revealed during research.

Thus, the following results submitted in the table have been received.

**Table 1****Factors of political identity**

Nº	The factor	Identity of the included type	Identity of the estranged type	Identity of the conformistic type	Identity of idealistic type
1	An estimation of a political policy	–	–	–	–
2	Trust to politicians	–	–	–	–
3	The attitude to politics	–	0,002	–	–
4	Amount of information	0,003	0,002	–	–
5	The attitude to political news	–	–	–	–
6	Participation in elections	0,005	–	–	–
7	Expectations	0,001	0,001	0,001	–
8	Management of the life	–	–	0,002	–
9	Satisfaction with the quality of the life	–	0,002	–	0,004
10	The attitude to reforms	0,003	–	–	0,001
11	Adherence to political forces	0,002	0,003	–	0,002
12	Adaptation to reforms	0,004	0,003	–	–
13	Accessibility of political systems	–	–	–	0,005
14	A role of authorities in a life of citizens	0,001	–	0,001	–
15	Awareness on functions of authority	–	–	–	–

The table shows a degree of influence of the factors on the type of political identity presented in the p-significance level. Factors (Nº 4, 7, 9, 10, 11, 12, 14), which p-significance level is <0.005, and which influence on more than one type of political identity, are common. In the political discourse they form a basis for the type of identity. Factors (Nº 3, 6, 8, 13), influencing only on one type of identity, are specific, determining features of the given



type of political identity. In the table there are factors (№ 1, 2, 5, 15), which p-significance level is  $>0.005$ , and this fact indicates about their low statistical significance in the given research. However, there is no escape from taking into account their role, because during multiple-factor study of influence of independent variables on the type of identity we have revealed pair combinations of factors, which p-significance level of influence is  $<0.005$ , that points out on their essential influence on forming features of political identity. So, as a result of solving research tasks we have revealed the following. **Identity of the included type** is determined by the influence of such factors, as amount of information, participation in elections, adherence to the political forces, an adaptation to reforms and a role of political authority's bodies in the life of citizens. The combinations of the following factors, influencing on forming the given type of identity have become statistically significant: factors of accessibility of political systems and awareness on functions of authority in cooperation with the factor of a role of authority's bodies in the life of citizens. It shows that significance of these variables has no value in itself and only in combination with the factor of a role of authority's bodies it gets urgency, influencing on forming identity.

Such variables as the attitude to politics, satisfaction with the quality of the life, adherence to political forces, an adaptation to reforms influence on forming **identity of the estranged type**. **Identity of conformistic type** is formed in a discourse, in which structure the following factors get urgency: expectations, management of the life, a role of authority's bodies in the life of citizens; and also such combinations of factors as the attitude to reforms and adherence to political forces; an estimation of a political policy and trust to politicians.

At last **identity of the idealistic type** is formed with the influence of factors: satisfaction with the quality of the life, the attitude to reforms, adherence to political forces, accessibility of political systems, and also with combinations of factors: amount of information and an estimation of a political policy; an estimation of a political policy and trust to politicians; adherence to political forces and an adaptation to reforms.

The consideration of political identity as a project, designed in a discourse, allows us to examine a phenomenon of political identity from the position of its contents and to reveal factors influencing on it. Including these factors into the structure of a discourse and attaching significance to them in a discourse enable to influence on forming the type of political identity, and this is an actual task in a modern situation of political estrangement of a significant number of Russian citizens.

### The literature

1. Gergen K.G. (1995) Movement of social constructionism in modern psychology. // Social psychology: self-reflection of marginalness: Reader. – M.: INION of the Russian Academy of Science.
2. Diligensky G.G. (1996) Socio-political psychology. – M.: New school.
3. Political process: the basic aspects and the ways of analysis. / Ed. By Meleshkina E.U. – M., 2001, p 143.
4. Potter J., Wetherell M. (1987) Discourse and social psychology: Beyond attitudes and behaviour. London: Sage.



---

## The young scholars

---

**Fastovtseva Y.V.**

### Success as the parameter of development of professional-psychological culture of the teacher of the higher school in conditions of modernization of education.

Modern cultural the paradigm of development and modernization of education within the limits of the personality-focused approach makes special demands to the person of the teacher, setting a high level of development of its professionalism, success in professional work. As the basic factor and a parameter of success of the teacher the level of development of its professional psychological culture acts. A consequence of increase of professional psychological culture of the teacher is the increase of its success that is correlated with requirements of development of formation in conditions of its integration into world educational system.

Transformation of a modern education system is connected with reorientation of its basic target determinant and a transition to a context of cultural paradigms. Modern Russian education has obviously raised its status in world educational community, presenting the ideas of humanization, humanity its value and semantic orientations, the purposes, forms, technologies and the methodology, the personality-focused approach and culture adequacy, acceptances and judgements of universal values, self-development and self-actualization of a person, development of its freedom and spirituality that assumes revision of the maintenance and technologies of education (A.G. Asmolov, E.V. Bondarevskaya, I.F. Isaev, I.B. Kotova, S.V. Nedbaeva, V.A. Slastenin., E.N. Shiyanov, I.S. Yakimanskaya, etc.).

According to the « Concepts of modernization of the Russian formation for the period till 2010» and, answering social and economic changes on a boundary XX – XXI centuries, there is a modernization of vocational training. In all fields of activity of the person becomes more actual an increase of professionalism and success of experts. In this connection today the growing attention is given to the quality of preparation of experts of the higher school experts.

Achievement of the above mentioned educational purposes is connected with the personality of the teacher as a compiler of knowledge and with a level of his professionalism, creativity, success and his professional-psychological culture.



One of the parameters of success in activity of a modern teacher, in our opinion, is the level of his professional psychological culture. From these independent phenomena two phenomena are investigated widely enough.

The significant contribution to research of professional psychological culture have brought A.A. Derkach, N.I. Isaeva, E.A. Klimov, L.S. Kolmogorova, N.V. Kuzmina, N.I. Liffintseva, G.I. Marasanov, O.I. Motkov, L.F. Mukhametzyanova, N.N. Obozov, A.B. Orlov, A.V. Petrovskiy, L.A. Petrovskayj, N.T. Selezneva, E.E. Smirnova, etc.

The category «professional success of the teacher» began to be considered in scientific researches only in the end of XX of a century in works of V.I. Bakshtanovsky, V.I. Bodnar, E.S. Zair-Bek, E.I. Kazakova, E.S. Natanzon, O.M. Simanovskaya, S.L. Solovey-chik, etc. The problem of interpretation of success and failure in pedagogical activity have studied M.G. Garunov, P.I. Pidkastyj, L.M. Fridman, etc. [2, p. 4].

However, many aspects, concerning success in pedagogical activity, remain insufficiently studied. One of actual problems is practically absence of the scientific researches studying professional psychological culture of teachers in a context of professional success. Insufficient investigation and the urgency of the given problematics researches with the purpose to establish an opportunity of success growth of teachers in activity by increasing of their professional psychological culture were the reason for our investigation. In our research we assume, that between a level of development of professional -psychological culture of the teacher and the success in his professional work a direct dependence is observed.

During an experimental research we used a method of expert estimations and we have divided tested teachers on successful and unsuccessful. As criteria of success we have allocated: objective, subjective, productive remedial, normative, individually-variable, creative, predictable, qualitative and quantitative, criteria of a cash level and professional adherence. [3; 4].

Studying is professional-psychological culture of the teacher, we unite with N.I. Isaeva and we consider the given phenomenon as integral and a dynamic new growth of the person, keeping in mind that its formation and development occurs through three meaningful spheres:

- 1) the attitude to (auto psychological culture « I-concept»);
- 2) the attitude to others (socially-psychological culture - «Other»);
- 3) the attitude to activity (professional culture) [1].

Experimental data of our research shows, that successful teachers have high parameters in all three directions: they are teachers with effective joint activity, they point to steady high results of communicative and organizing abilities, organizing of pedagogical activity, of the high reflection level of emotional acceptance of other people.

During our research it is revealed, that the level of is professional-psychological culture of unsuccessful teachers of high school is low enough, that confirms our initial theoretical assumption. At the given category of teachers the conventional attitude to professional work, inability to form motivation to training among students, weak





development of communicative and organizing abilities, difficulties in mastering by new active methods and forms of training is marked reflection level of all this testifies also that the cognitive component in the structure of the professional-psychological culture is not formed.

The analysis of results of the given psychological techniques defining a level of development of professional-psychological culture of teachers, allows to approve, that the group of unsuccessful teachers has lower level of development in comparison with successful ones.

After carrying out in group of unsuccessful teachers the program of increasing their professional-psychological culture we have repeated experiment after carrying out in group of unsuccessful teachers the program of increasing their professional-psychological culture. We ascertained increase of success on all criteria characteristics in most case in group of unsuccessful teachers using a method of expert estimations. According to the results of repeated experiments in a group of unsuccessful teachers the increase of the level of development of their professional-psychological culture is also marked.

Hence, direct dependence between a level of success of the teacher and a level his professional-psychological culture, degree, supposed by us theoretically, proved to be true experimentally.

Thus, a successful teacher shows a harmony of a level of claims, self-estimations and others motive - estimated structures of the person, a harmony of the purposes, problems and the reached results that testifies the high level of development of the professional-psychological culture.

### **The Literature**

1. N.I. Isaeva. Development of the psychological culture of the teacher // the innovative orientation of psychological and pedagogical activity of the teacher. Belgorod: Publishing house BelGu, 2001.
2. N.L. Kiseleva. Psychological-pedagogical conditions of development of professional success of the teacher. - thesis of the candidate of psychology, - Kursk,--2003.
3. A. Pankruhin. Obrazovatelnye of service: the point of view of the expert in marketing // Bulletin HS.,(March, 1997.th)
4. A.N. Chekmarev. TQM-modern mechanisms of improvement of quality of preparation of experts. Bryansk: BGTU, 1999.



Myshenina G.V.

## Specificity of valuable orientations of the modern teacher

The humanistic orientation of formation sets special requirements to a trade the teacher. In the given context key characteristics of a trade are the personal inclusiveness, intelligence, altruistic orientation. The originality of pedagogical activity consists that it by the nature has humanistic character and is one of most meaning-making [1]. Values determine professional work, providing its maintenance and an orientation, giving sense to professional actions. The difficult and non-uniform structure of valuable orientations of the person, duality of sources of their development, many of functions define set of the classification models differing with criteria put in their basis. However many typology, as well as any differentiation of people on the basis of their valuable preferences, is enough conditional owing to that the system of valuable orientations is substantially caused both the varying social environment, and an actual level of development of the person.

In the given research there were tasks in view: 1) to reveal specificity of individual factorial structure of valuable orientations of the person of the teacher; 2) experimentally to allocate types of valuable systems. In research which was spent from September till May 2006-2007r. 184 teachers of comprehensive schools of the Rostov area have taken part. Basically sample women from 21 till 59 years which middle age makes 43 years, have presented the experience of pedagogical activity of 19,5 years.

M.Rokicha's technique was applied to diagnostics of valuable orientations of examinees «Valuable orientations». By a ranging method have been established are individual rang values of terminal and tool values and the individual hierarchy of valuable orientations of each teacher is defined. Taking for a basis model of system of valuable orientations of M.S.Janitskogo according to which valuable orientations settle down along three bipolar axes (factors): **Adherence of tradition – Spiritual freedom, the Altruistic orientation – Egocentric orientation, Clearing of restrictions – Responsibility, personal growth** [2], in the course of empirical research have been established individual values of each bipolar factor. The analysis of individual factorial values has shown, that in individual valuable system of the person of the teacher the various components having unequal value in each concrete case are presented. The carried out analysis has allowed to establish not only specificity of individual factorial structure of valuable orientations of each teacher, but also to ascertain obvious distinctions of factorial values at examinees.

For the description generalised a portrait of valuable orientations of the teacher average values under each factor have been received. According to three-factorial model of system valuable orientations [2] the first factor «**adherence of tradition**» includes 17 values. The positive pole of the given factor consists of traditional, socially approved values: *happy family life, good breeding, accuracy, responsibility, honesty, sense*



of duty, health, love. On an opposite pole of the factor the group of values designated as «spiritual freedom» settles down: *a width of views, independence, creativity, knowledge, freedom, development, efficiency in affairs, boldness in upholding of the opinion, firm will.* The given factor in the presented research has average value 2,4. The positive sign speaks about obvious expressiveness of a corresponding pole of this factor, in this case orientations to traditional, socially approved values. The second factor **«the altruistic orientation»** consisting of 8 values on a positive pole includes such values as *creativity, beauty of the nature and art, keenness, happiness of others, tolerance.* The opposite pole conditionally named as «egocentric orientation» includes values - *high inquiries, the social recognition, a financially secure life.* Average value of the given factor makes -2,4 and characterises expressiveness of a negative pole under the name «egocentric orientation». The third factor **«clearing of restrictions»** consists of 11 values. Its positive pole reflects orientation to such values as *entertainments, the love, freedom, independence, boldness in upholding of the opinion, cheerfulness,* and on an opposite pole are the values representing intelligent strategy of personal growth - *development, responsibility, knowledge, sense of duty, a productive life.* The third factor has typed average value -1,8, that reflects orientation to values of development and responsible behaviour. On the basis of the analysis of distinctions of individual factorial values attempt experimentally has been undertaken to allocate types of valuable orientations of the teacher. Cluster analysis the investigated have been divided by a method into three groups to which have been correlated, accordingly 43,7 %, 30,9 %, 25,4 % from their general number. The given groups represent various types of individual systems of valuable orientations of the person of the teacher. Positive average values of the factor «adherence of tradition» (2,9; 2,3; 0,6) simultaneously at three allocated types speak about expressiveness of its positive pole under the name «adherence of tradition». On the second (an altruistic orientation) and to the third factor (clearing of restrictions) all average values at the allocated types are received with a negative sign that ascertains expressiveness of their negative poles under the name «egocentric orientation» (-0,6;-4,4;-0,4) and «responsibility, personal growth» (-2,9;-2,1;-0,2) accordingly. The analysis of the received average values of three factors allows to make the substantial characteristic of each type. On the basis of the received characteristics it is possible to entitle each type conditionally. 1st type describes 43,7 % of sample and types identical values under factors «adherence of tradition» (2,9) and «responsibility, personal growth» (-2,9) accordingly it and receives the name "is traditional-responsible". The given type is characterised by orientation on traditional values and on value of responsibility at simultaneous negation of values of «spiritual freedom» and «clearings of restrictions». 2nd type also types almost identical values under the same factors (2,3 and -2,1), however under the factor «egocentric orientation» comes to light the highest value -4,4 and the given type receives the conditional name "is egocentric-traditional". So keeping valuable preferences similar to "is traditional-responsible" type 2nd type thus essentially differs negation of values of an altruistic orientation. 3rd type has not shown obviously expressed values under one factor and receives the name "mixed".



The comparative analysis of valuable preferences at three types of the teachers allocated with the cluster analysis, has allowed to open substantial characteristics of a valuable number of each type. The allocated typology of valuable orientations of the modern teacher allows to see actual valuable reference points which are characterised traditional socially approved values, and also values of an egocentric orientation.

Thus, it is possible to draw a conclusion that the revealed structure of valuable orientations and the substantial characteristic of the allocated types of the teacher mismatch requirements of modern formation, its humanistic meaning-making orientations that staticizes a problem of development of value-semantic sphere of the person of the teacher.

### **The Literature**

1. Abakumova I.V. Education and meaning: meaning-making in learning. Rostov-on-Don, 2003. – 480 p.
2. Janitsky M.S. Values orientation of the person as dynamic system. Kemerovo, 2000. – 204 p.



Zinik I.N.

## Results of introduction of the program “Development of reflexivity”

The given program has been worked out with the purpose of development of such personal quality as reflexivity within the limits of dissertational research on a theme «Research of specific features of integrated individuality of students with a various reflexivity development level». In our opinion, the best way to develop some personal qualities is group training. In the present instance the program of training included following problems.

1. To teach students to make self-analysis.
2. To teach students to provide direct self-checking of behaviour at a behavioural level in an actual situation.
3. To perfect skills of the elementary analysis of the last and actual situations.
4. To teach students to correlate their behaviour in the present and events which can hypothetically occur to them in the future.

Training «Development of reflexivity» included 10 lessons, 6 hours every lesson. The given training was organised on the basis of Chair of Psychology of the Russian State Social University and was carried out by trainers Zinik I.N. and Ivanets O. N.

Students who within the limits of analytical experiment had been referred to the low reflexivity group participated in our program. All students were divided on two subgroups - experimental and control. Thus, into experimental group entered 18 persons, and in the control one 27 persons. The smaller quantity of people in experimental group answered the requirements to the size of psychotherapeutic groups, in particular to groups of training.

Finished the training we carried out repeated research of reflexivity development level in control and in experimental groups (primary research of reflexivity development had been lead within the limits of analytical experiment). We received following results: in control group reflexivity level had not risen above 5 points that corresponded low and average level of reflexivity development, and in experimental group - 16 person from 18 (88,9 %) had shown result more than 7 points that corresponded to a high level of reflexivity development. Finally to confirm qualitative changes of the personality, we repeatedly investigated a personal and psychosocial level within the limits of experimental group, and compared the received results to results of analytical experiment. The results of comparison are presented in following tables.

Personal level, %														
	Ind. 13		Ind. 14		Ind. 15		Ind. 16		Ind. 17		Ind. 18		Ind. 19	
	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low
Exp.	83,3	16,7	72,2	27,8	94,4	5,6	44,4	55,6	61,1	38,9	94,4	5,6	88,9	11,1
Contr.	48,1	51,9	44,4	55,6	59,3	40,7	25,9	74,1	22,2	77,8	66,7	33,3	44,4	55,6



Psychosocial level, %										
	Ind. 20		Ind. 21		Ind. 22		Ind. 23		Ind. 24	
	High	Low	High	Low	High	Low	High	Low	High	Low
Exp.	50	50	66,7	33,3	88,9	11,1	55,6	44,4	33,3	66,7
Contr.	18,5	81,5	29,6	70,4	74,1	25,9	55,6	44,4	37,0	63,0

Psychosocial level, %																
	Ind. 25		Ind. 26		Ind. 27		Ind. 28		Ind. 29		Ind. 30		Ind. 31		Ind. 32	
	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low
Exp.	16,7	83,3	22,2	77,8	11,1	88,9	33,3	66,7	16,7	83,3	22,2	77,8	11,1	88,9	27,8	72,2
Contr.	7,4	92,5	7,4	92,5	22,2	77,8	33,3	66,7	7,4	92,5	7,4	92,5	22,2	77,8	7,4	92,5

After quantitative processing the results were statistically analysed by means of correlation factor of Student. Data of the analysis showed that statistically significant distinctions are received on all parameters of a personal level and on 10 of 13 parameters of a psychosocial level.

Therefore, it is possible to speak that «the general internality» of students referred to the low reflexivity group, which took part in our training program had considerably raised. In analytical experiment only 17,7 % students referred to the low reflexivity group showed a high level of the general internality. After increase of reflexivity level 83,3 % of training group students had shown high estimations on the given parameter.

It is necessary to note, that we can observe significant changes only at a personal level, and dynamics of a psychosocial level not so is appreciable. It is possible to explain it so that the personal changes occurred during training yet have not found the realization in external behaviour.

### The Literature

1. Belous V.V. Introduction into psychology of polymorphous individuality. Monograph. The third edition. – revised and corrected edition. - Moscow-Pyatigorsk: RAE-PSLU, 2005.
2. Gadzhieva N. M., Nikitina N. N., Kislinkaya N. V. The bases of autocompetition: training of reflexiveness. - Ekaterinbourg: Business book, 1998.
3. Zinnik I.N. Studies of particularities of the integral individuality of the students with different level of reflexiveness.//University readings - 2006. Materials of scientific conference of PSLU. - Part VII.- Pyatigorsk: PSLU, 2006.
4. Karpov A.V. Reflexiveness as the mental trait and methods of diagnostics. //Psychological journal, 2003, volume 24, №5, p.45



Shypovskaya V.V.

## Interrelation of helplessness and personal properties at the senior teenage age

The problem of the helplessness is actual for the person at any stage of age development. It gets a special value during the teenage crisis [2; 3, p.148-151]. External social factors (uncertainty of a vital situation, extraordinary vital loadings, the situations named by A.A. Bodalev macro extreme), being imposed on the difficulties inevitably generated by age vital crises, may become a source of personal trouble - the condition of the helplessness [1, p.5-14]. The prevalence of displays of the helplessness contradicts an insufficient level of scrutiny of personal factors, its generating or interfering its development. Studying of helplessness at the senior teenage age is represented **actual** as the steady helplessness conducts to occurrence of unadaptation.

**The purpose of research** consist in an establishment of interrelation of a parameter of helplessness with personal properties of the senior pupil.

**Research problems:** 1) an establishment of an index of helplessness at senior pupils with a various level of social-psychological adaptation; 2) an establishment of interrelations of parameters of helplessness and the personal properties contributing either to helplessness, or to the confident behavior; 3) carrying out of the comparative analysis of personal properties of senior pupils with high and low helplessness. In research were applied following psychodiagnostical techniques: an author's questionnaire "Helplessness", the Technique of diagnostics of the responsibility of V.P.Prjadein, a questionnaire « Social-psychological adaptation by Rogers and Dainmond in A.K.Osnitski's adaptation, the test of social intelligence by G. Gillford and M. Sullivan, a technique of diagnostics of self-estimation by Budassy.

**Procedure of research.** Research was conducted at the Krasnodar school №3, in 2007. 60 pupils of the senior classes in the age of 16 years have been investigated. The given sample has been taken because the 11-th class is final when it is necessary to the teenager not only to pass successfully examinations and to make a difficult professional choice which can influence all his life, but also in a adult way, incur the responsibility for this choice. In sample of senior pupils on the basis of expert estimations and long supervision the subgroups differing on parameters of personal well-being-trouble (helplessness), adaptability - unadaptability have been allocated. Then we have carried out research of the personal properties describing a personal maturity of senior pupils. The estimation of reliability in distinctions between parameters of personal properties in contrast groups of teenagers was made by t-criterion Student. During research the correlation analysis on Spirmen has been used.

**Results of research.** We discovered the relevant negative connections between the index of helplessness and parameters of constructive components of the responsibility by Prjadein's technique are received: task orientation ( $r = -0,281$ ;  $p < 0,05$ ); emotional component ( $r = -0,292$ ;  $p < 0,05$ ); regulable internality ( $r = -0,350$ ;  $p < 0,05$ ), and



also with a parameter of a cognitive inquiry ( $r = -0,303$ ;  $p < 0,05$ ). It means that the rise of constructive components of the responsibility is accompanied by decrease in the level of helplessness.

Also, the relevant positive connections of helplessness with the parameters of the regulable externality ( $r = 0,327$ ;  $p < 0,05$ ); and the difficulties ( $r = 0,498$ ;  $p < 0,05$ ) showed that the destructive components of the responsibility positively correlate with helplessness.

The analysis of the interconnections parameters of the social -psychological adaptation and helplessness determined the relevant negative connections of helplessness with adaptability ( $r = -0,346$ ;  $p < 0,05$ ); with the locus of the internal control ( $r = -0,294$ ;  $p < 0,05$ ); with a summary index of self-acceptance ( $r = -0,293$ ;  $p < 0,05$ ); with a summary index of the emotional comfort ( $r = -0,287$ ;  $p < 0,05$ ). We discovered the relevant positive connections of helplessness with unadaptive behavior ( $r = 0,507$ ;  $p < 0,01$ ); an emotional discomfort ( $r = 0,313$ ;  $p < 0,05$ ); an escape ( $r = 0,300$ ;  $p < 0,05$ ).

We found out the relevant negative connections between helplessness and parameters of social intelligence. In particular, the relevant negative connections between helplessness and the parameter «Verbal expression» ( $r = -0,292$ ;  $p < 0,05$ ). We discovered the relevant negative connections between a self-appraisal and regulable parameters of a technique the responsibility: dynamic parameter ( $r = -0,289$ ;  $p < 0,05$ ), emotional parameter ( $r = -0,269$ ;  $p < 0,05$ ), sincerity ( $r = -0,345$ ;  $p < 0,05$ ). The interconnection analysis of the parameters of the technique of the social -psychological adaptation and self-appraisal has gave the following results.

We detected the relevant positive connections of a self-appraisal with adaptability ( $r = 0,264$ ;  $p < 0,05$ ); emotional comfort, ( $r = 0,331$ ;  $p < 0,05$ ); the internal control ( $r = 0,384$ ;  $p < 0,05$ ). The parameter of escape has the negative connection with a self-appraisal ( $r = -0,294$ ;  $p < 0,05$ ).

**Conclusions:** 1) Senior pupils in both groups know very well about the complexities connected with responsibility.

2) In the group of senior pupils, which are safe and self-assured, the tendency to prevalence of constructive indicators of the responsibility is revealed. They have higher ability to knowledge and logic generalization of classes of behavior, they understand mutual relations of people in pairs, and it possibly better influences their own success in dialogue and in study. Such self-assured persons are inclined to internalization of the responsibility; take the responsibility up, and this quality in them is shown as personal feature. Only the parameter of sincerity in the self-characteristic of the responsibility at this group does not reach a level of steady display. Possibly, insincerity is a back of adaptability.

3) Among all the scales of technique of the social -psychological adaptation it is revealed, that senior pupils safe and self-assured are more adapted, than helpless senior pupils.

4) Helpless and diffident senior pupils do not wish to incur the responsibility, are more inclined to domination and escape and are in a condition of emotional discom-





fort, as a whole they are badly guided in nuances of situations of interpersonal interaction, and also disadaptatable. As a whole helplessness limits the person of the senior pupil at all the levels: affective, cognitional and behavioral.

6) The high self- appraisal represents itself as the important regulator of the prevention of helplessness at the senior teenage age.

7) Development of personal properties of the senior pupil-i.e. the constructive components of the responsibility, communicative competence contribute to success in dialogue, confidence and reduce helplessness at the senior teenage age.

### **The literature**

1. Abulhanova K.A. Russian a problem of freedom, loneliness and humility // Psychological magazine. 1999. T.20. №5. p. 5-14.
2. Weizer G.A. The sense of life and « double crisis» in human life./Psychological journal, 1998, № 5. – p. 3-14.
3. Polivanova K.N. Psychology of the age crises: Studies. The manual for students. M.: The Publishing center «Academy», 2000. 184 p.



Shishkina I. L.

## The motivation of learning activity on basis of pedagogical testing

The main problem of Russian education policy is to provide the quality of modern education based on conservation of its being fundamental and being corresponding to actual and long-range wants of individuals, society and government. There are several main conditions pointed out among the necessary ones for achievement of new vocational training quality such as

- the pilot study of the different integration models of secondary and high vocational education;
- the optimization of teaching methods including educational informatization;
- the extension of integration and interdisciplinary programs of high vocational education based on modern high technology.

The first condition is connected with Russia entering Bolonsky process, the main aim of which is the use of European credit-module system. The second condition suggests working out modern didactic supplements of educational methodological system. This methodological system is based on the rating system as technological basis of forming internal motivation factors of students. The third condition outlines the necessity of working out educational process according to requirements of educational process quality.

The research touches upon the module-rating learning activity motivation on the basis of pedagogical testing. The research urgency is manifested in the existing contradictions between

- the necessity of module educational system on the basis of significant structured elements and their being overloaded with actual materials without essential influencing understanding studied phenomena;
- the modern tendency of increasing students' self-learning. It is based on pedagogical support and lectures mostly presenting the material in the form of monologues. Such a way leads to automatic memorization and reproduction;
- the necessity of objective estimation of students' achievements with the help of pedagogical testing and the subjective forms of diagnostics which predominate in educational practice.

Thus the development of modern educational technologies may be discussed according to two complementary ways:

- 1) to extend possibilities of technical means through reproduction of informative-communicative support;
- 2) to improve methodological system of teaching built on module structured educational programs and to use of problematic method, method of projects and standard pedagogical methods.

These tendencies rest on the idea of existing general laws of educational process. These laws help to build up a generalized educational system providing the stimula-



tion of internal motivation factors of students. The educational system may be discussed as an example of such a system which is based on inverse connection and causes achievement of aims.

The interrelation between the procedure of pedagogical testing and the formation of students' internal motivation is built up on basis of classical measurement theory. This theory rests on the selection of significant criteria of latent variables characterizing educational process. This theory provides working out criteria which are competence-oriented testing. Also it builds up the rating system on basis of indicator variables fixed with the help of internal estimation scales. If students' competence is discussed as a latent variable and as an indicator there is estimation according to European Credit Transfer and Accumulation System (ECTS), the procedure of pedagogical testing is to stimulate students' internal motivation factors.

The theory of educational qualimeter [1, p. 17] is built up on the principles of invariance and discountity and on the technology of standardization of pedagogical testing. This theory helps to estimate not only the learning achievements but potential abilities of students to continue education. This individual peculiarity is connected with internal individual motivation. Besides there exists external motivation depended on professional career and on results of learning. Also there is procedural motivation formed in the process of realizing the use of fulfilled work. The secondary motivation is connected with reflection upon pedagogical test results and traditional forms of current control. Since the procedure of pedagogical measurement is connected with the formation of secondary motivation, test results are considered to be one of internal motivation factors of students to enlarge their competence.

The important element of working out teaching methodological system of is educational planning. By educational planning we understand iterative process of reforming pedagogical process. It suggests certain consistency of analysis, expertise in accordance with experience which changes due to conditions and standards.

There is a theoretical model created as a result built on comparative analysis of well-known conceptions educational process planning. This model allows to achieve the optimization of educational planning in accordance with the requirements of the state educational standard. The main elements of this model are:

- 1) to analyse of purpose and content component of the state educational standard from the point of formation of the future specialists' vocational competence;
- 2) to determine of the interrelation between various units of discipline (internal connection) and corresponding school subject (successive connections) and their institute disciplines (interdisciplinary connections);
- 3) to structure and synchronize the discipline contents while working out modules;
- 4) to realize the iterative cycle, to develop the thematic matrix by means of the optimization of the structure and content of each module; to give the quantitative analysis of each module content and the matrix formation of tempo-



rary connection; to execute the educational process according to worked out thematic plan including tests; to give the mathematical result testing, statistic analysis of the test quality, the matrix of temporary transformation; to give the pedagogical analysis of test results including the optimization arrangements;

5) to return to the beginning of the iterative cycle.

*The mathematic model of interdisciplinary balance* is created on basis of the worked out theoretical model. This mathematic model comprises steady temporary connections of themes of exact subject between each other on the one hand and themes of other subjects on the other hand. The statistic data handling is fulfilled with the help of electronic worksheet in Microsoft®Excel [2, p. 55-62].

### **The Literature**

1. Safontsev S.A. The theory and practice of educational qualimeter: Monograph. – Rostov. 2007.
2. Shishkina I. L., Shishkin A. B. The questions of the optimization of educational process and pedagogical test contents// Pedagogical measurements, – Moscow. – № 2. – 2005.

**Levchenko A.A.**

## Procedure of the correlation of pedagogical objects with the qualimetric characteristics

The purpose of contemporary educational process is training socially adapted, mobile specialist, capable of making a critical decision on the basis of the methodology of scientific research and of solving problematic situation in the process of the accomplishment of the realized selection from several possible versions of the development of the process being investigated. The competent authority must approach critically any circumstances of professional activity, formulating hypothesis about the result of various actions, analyzing possible trends in development of the process interesting us, erecting the theoretical model, in which are considered possible tactical and strategic consequences, and only after this from the diagnostic positions to evaluate empirical *dannye* [ ]. The pedagogical and psychological basis of this approach are the transactions Of abakumovoy I.V., Yermakova P.N., Rudakovoy I.A., according to which, the process of making a critical decision is the mini- study, which is capable to conduct the thoroughly developed, professionally qualified person, preparation of which was accomplished under the conditions for the kompetentnostno- oriented educational process [1]. Since the kompetentnostny approach to the organization of educational process assumes the integrated standardization of the pedagogical objects, which make it possible to ensure the high level of the necessary qualimetric characteristics, there is a possibility in principle of the guaranteed mastery of the training scopes, indicated in the state educational standards. In order To attain This, Safontsev S. A. proposes to ensure the correlation of different pedagogical objects with the fundamental qualimetric characteristics of the procedure of the standardization of educational sistemy [4].

The essence of the standardization of pedagogical objects is expressed in the following stages, as author of which he appears s. A. Safontsev. 1. Procedure of the standardization of didactic tests is projected to the pedagogical objects of educational system with the aid of the theory of educational quality measurement. The procedure of standardization makes it possible to transfer the properties of standard to the tool of empirical of experiments, which provides the comparability of the object of measurements with the standard and the possibility of obtaining the numerical result in the standard units. Meaningful validation assumes the selection of the criteria, to a sufficient degree which reflect the essence of latent variable. However, the results of pedagogical measurements depend not only on the procedure of the selection of criteria, but also on correctness and refinement of the criterial indices, which are used in the process of measurements as the test tasks. 2. Meaningful validity of educational system is ensured in the process of the formation of training and educational programs on the basis of the examination of state educational standards. In order to quantitatively estimate the meaningful validity of educational system, it is necessary



to conduct the examination of the meaningful significance of the training elements of all educational programs of the directions (specialties) of preparation by the forces of the instructors of corresponding disciplines. By the exponent of correspondence of working programs to the requirements of state educational standards is the validity of priorities, selection the instructors of the most important key training elements, on basis of which will be developed training modules and achieved the kompetentnostno- oriented formation. The more complete description of this formation can be found in the work Of n. yu. safontsevoy [3]. 3. Konstruktnaya validity of educational system is ensured in the process of development of the systematic system of teaching on the basis of training modules.

Key qualimetric characteristic under the conditions of orienting the educational process to the multifactor latent variable is konstruktnaya validity. To answer for this qualimetric characteristic of educational system is capable the object, which operates with criterial indices and which makes it possible to determine the numerical values of indicator variable. However, from the point of view of the theory of educational quality measurement it is not enough to establish the certain degree of the correspondence of the object being investigated to standard. In the opinion Of abakumovoy I.V., Yermakova P.N., Rudakovoy I.A. in the process of the development of the criterial indices of competence it is necessary to consider the factors of influence on the motivation of trainers, and it means - to examine questions of the didactic guarantee of an educational process [1]. Examining the konstruktnye properties of the didactic guarantee of an educational process, we a priori assume the content of the studied material at the level of the previously established meaningful validity. This approach derives to the foreground the problematic account of program material in the dialogue regime, when the permission of the situation proposed becomes the matter of the majority of trainers, but not instructor himself or elite group [2]. The most effective didactic guarantee of an educational process is achieved by the modular construction of the curricula, proposed in the works Safontsevoy n. Yu., when instructor thinks above the complex purpose, which can contribute to mastering structural element or unite several structural elements of curriculum [3]. 4. Reliability of educational system is ensured by the complex representation of pedagogical objects in the process of the realization of the individual educational trajectories of trainers. With the development of didactic tests the stratified sampling of the structural elements of curriculum and representative is formed the sample of approval. In order to be convinced of the reliability of the functioning of educational system, i.e., the possibility of the reproduction of the desired result on the representative sample of trainers, it is necessary to repeatedly use entire complex of pedagogical objects. In this case it is possible to leave without the change training and educational programs and their modular structure 5. Criterial validity of educational system is determined with the aid of the sociological inspections of the results of samorealizatsii of graduates. S.A. Safontsev asserts that in contrast to the meaningful and konstruktnoy validity, and also the reliability of educational system, the criterial validity is not the necessary qualimetric characteristic of the



procedure of standardization. If principally it is not possible to accomplish the requirements of state educational standards without the guarantee of meaningful validity of training and educational programs, without the necessary level of the konstruktnoy validity of the didactic and diagnostics- qualimetric guarantee of a process of instruction, and also without the confirmation of the representativeness of entire complex of pedagogical objects in the process of molding of the competence of trainers, then the comparability of the results of instruction with the future achievements of specialists although is assumed, the original measure of the effectiveness of the standardization of educational system be cannot [4]. The observance of all enumerated principles is the necessary and second-order condition of creating the effective and competitive educational system, which makes it possible to prepare professionally competent, socially adapted, mobile specialists in different the fields of activity, which satisfy the basic requirements of the labor market and are capable of continuing instructions in the course of the entire life.

#### **The Literature**

1. 1. Abakumova I.V., Yermakov P.N., Rudakov I.A. Of smyslentsentrizm in pedagogy: the new understanding of didactic methods. Rostov n/D.: Publishing house is an increase in the university, 2006.
2. 2. Safontsev S.A. Levchenko A.A. the necessary conditions of the standardization of pedagogical gauges// information technologies in the formation - 2007. The collector of scientific is working participants IN THE VII practical-scientific conference- exhibition of 30-31 October of 2007 Rostov n/D.: Rostizdat, 2007. P. 107-108.
3. 3. Safontseva N.YU. the cluster method of designing the pedagogical objects. Rostov n/D.: Publishing house is an increase in the university, 2006.
4. 4. Safontsev S.A. theory and the practice of educational quality measurement: Monograph. Rostov n/D.: Publishing house OF RHO IPK and ABOUT, 2007.

**Solomko A.D.**

## Development of game skills аутичных of children by means of adaptive physical training

The autism which has arisen at the child at early children's age, is called as an early children's autism (ECA). It is special anomaly of the mental development which main displays are proof and original infringements of communicative behaviour, emotional relations of the child with world around. Basic sign РДА is uncontactment the child which can already be found out on the first year of a life, but is especially accurately shown aged 2-3th years. According to the domestic medical statistics on 10000 newborns is born from 15 to 20 children with syndrome ECA [4]. However according to psychological pedagogical supervision frequency of infringements such increases to impressive figure: 21-26 of 10 thousand children possess them [2].

Game is a kind of ability to live natural to the child. In the course of game interaction of the child with world around is formed, its intellectual, emotionally-strong-willed, moral qualities develop, there is a formation of its person as a whole. Game autistic child sharply differs from game as leading activity of the healthy child. On unformation game activity of children with autism was paid attention by many authors, underlining, that it basically is reduced to monotonous actions: pouring, to torsion, spinning to a rearrangement of subjects, tapping on a subject about a subject, sniffing around and to other primitive actions with subjects (L.Kanner, L.Ving). Game of children with autism is often described as mechanical in which there are no unity and the internal logic. Sometimes game is accompanied muffled by autistic speech which has been not united with game by the uniform semantic maintenance. According to a number of researchers, a game child with autism is usually dictated more likely by appeal of objects and their touch properties [3]. Thus, search of methodological bases and tool methods of formation of game skills the child with autism is one of actual psychological pedagogical problems.

As a hypothesis of research carried out by us the assumption that means of adaptive physical training form group of methods of the psychological pedagogical influence directed on formation of game skills of the child with syndrome ECA has acted.

Object of the research spent during the period since October, 1st 2006 on May, 1st 2007, children with autism at the age from 4 till 7 years, visiting in Municipal educational institution «the Elementary school - a kindergarten № 214 compensating kinds» as of Krasnodar group of short-term stay have acted. Sample of examinees has made 10 persons (2 girls and 8 boys), organizational united in two correctional educational groups (on five persons in everyone).

Research methods: the standardized supervision (included and disconnect), forming experiment, and also methods of mathematic-statistical processing.

The control list of game skills containing following categories of investigated parameters has been entered into supervision procedure: base skills (A), skills for game





in loneliness (B) and skills for games, with other participants (C). For an estimation of a level of development of game skills following criteria of an estimation are entered: «does not do» – 1 point; «does, when to it render the essential help» – 2 points; «does, when to it render some help» – 3 points; «does itself» – 4 points.

Following the results of preliminary diagnostics the program has been made we «Will be healthy», directed on development of game skills аутичного the child means of adaptive physical training (APT). APT promotes development of impellent skills of the child, development of interest to various kinds of impellent activity, removal of a psycho emotional pressure, behaviour self-control, development of the complete and harmoniously developing person of the child with autism. All employment on APT were spent taking into account physical readiness, age and a somatic condition of each child [1]. In program structure are included: game exercises with subjects and without them; outdoor games, morning gymnastics, psychological gymnastics, improving games, games of small, average and big activity, psychotherapeutic walks, and also games and exercises for removal of a psychophysical tone during game and educational activity, physical minutes, exercises on a relaxation, etc. Work under the given program was carried out together with narrow experts (the expert correcting defect, the speech therapist, the psychologist, tutors, the musical head and the instructor in physical training). Employment were spent 4 times a week, duration for 15-25 minutes. Total measurement of game skills has been spent in May, 2007.

The analysis of results of forming experiment has found out expressed positive dynamics in all children included in forming experiment (reliability levels are specified according to comparison of diagnostic parametres of preliminary and total cuts). On game skills of a category «A» (base game skills) positive dynamics on 5 parametres from 14 takes place: carries out the instruction «give a toy» or «take a toy» ( $p < 0,05$ ); transfers toys from a place into place at the desire of the teacher ( $p < 0,05$ ); builds abreast toys on a table or on a floor, carrying out the instruction of the teacher, ( $p < 0,05$ ); simulates gestures ( $p < 0,05$ ).

The most expressed dynamics would be observed on the majority of game skills of a category «B» (skills for games in loneliness): puts on rings a core ( $p < 0,05$ ); builds a tower of three cubes ( $p < 0,01$ ); builds a tower of six cubes ( $p < 0,05$ ); lowers beads in capacity ( $p < 0,01$ ); strings beads on a thread ( $p < 0,05$ ); scissors and pastes pictures ( $p < 0,05$ ); draws small on a paper a scribble ( $p < 0,01$ ); paints pictures in the book for painting, basically not leaving for lines ( $p < 0,05$ ); collects the simple puzzles consisting of separate pictures ( $p < 0,01$ ); collects the puzzles consisting of 4-6 elements of one picture ( $p < 0,01$ ); copes with games on selection of cards for colour and the form (type «LOTTO») ( $p < 0,05$ ); plays a lotto on selection of subject pictures ( $p < 0,05$ ). Positive dynamics is absent on two skills: Collects the puzzles consisting of 7-15 elements of one picture and more than from 18 elements of one picture.

In game skills of group «C» (game by other participants) children with considerably more expressed success carried out 5 of 20 actions: throws a sack with sand ( $p < 0,01$ ); throws and catches the average sizes a ball if the distance between players makes ap-



proximately 90 centimeters ( $p < 0,01$ ); throws and catches a small ball if the distance between players makes approximately 90 centimeters ( $p < 0,01$ ); kicks on a ball, as in football ( $p < 0,01$ ); forces down a bat a ball from a label in baseball ( $p < 0,01$ ).

Thus, during forming experiment there has passed practical test a technique of developing psychological pedagogical influence on the child with autism means of adaptive physical training. The generated game skills are considered by us as a basis for further intellectual and personal development of the child with syndrome ECA, gradual transition to game function as leading activity.

### **The Literature**

1. Babenkova E. A. As to help children to become healthy: the methodical grant. M: Publishing house Astrel, 2003.
2. Lebedinskaja K.S., Nikolskaya O. C., Baenskaja E.R., Libling M. M., Ulyanova R.K, Morozova T.I. Children with dialogue infringements. M: Education, 1989.
3. Mamajchuc I. I. Psychological the help to children with problems in development. SPb.: Speech, 2001.
4. Nikolskaya O. C., Baenskaja E.R., Libling M.M., Kostin I.A., Vedenina M. JU., Arshatskij A.V., Arshatskaya O.S. Children and teenagers with an autism. Psychological support. M: Terevinf, 2005.



**Kaptz I.V.**

## Introduction of the competence approach in the secondary vocational education

Improvement of quality of education is one of the most acute problems not only for Russia, but for all world community. For its decision the modernization of the content of education, the revision of technologies of educational process and revision of a final aim of education is required. «Strategy of modernization of the content of education» and «Concept of modernization of the Russian education up to 2010» emphasize, that modern education must correspond with formation and development of key competences like the basis of professional mobility [1].

Secondary vocational education is a major component in the Russian educational system. It provides a person with an opportunity to gain independence not only in a professional field, but also to plan the study for achievements of certain life demanded competences.

One of the most actual, scantily explored pedagogical problems is the problem of introduction of competent approach in training specialists of secondary vocational training: selection of content of education, a choice of methods, means and organizational forms of design-educational activity, their influence on formation of personal qualities, social formation.

Formation of professional competences is aimed on realization of unity of scientific and practical preparations of graduates of secondary and professional educational institutions that should promote their social and professional adaptation in conditions of quickly varying environment.

After connection of Russia to Bollnsky process in 2003 the approach to the structure and the content of education has changed as the basic idea of the above-mentioned project consists in mutual rapprochement of structures of vocational education of the European countries, in development of the common approach to an estimation of "quality" of educational programs, and as recognitions of their diplomas.

The most widespread educational model operating in our country is aimed at mastering of some volume of information in a form of theoretical concepts and practical skills, which will allow to be successful in profession in a course of the whole life. Modern labour market makes high demands not only to knowledge, skills but to the competence of a worker. This tendency is especially obviously shown in those areas of professional work where the constant account of changes in the external and internal environment is required.

The basic idea of the competent approach is a formation of the content of education which depends on requirements of a society. Not only knowledge, but also readiness to apply them in various industrial situations form the content of key competences that is «professional competences».



The consolidated opinion on characteristics and volume of the concept «professional competence» has not developed yet. There is a mess in terminology «key skills», «key qualifications», «base skills», «key competence». Authors choose those their characteristics as the main which for whatever reasons consider to be the most important. One authors carry to competence educational, polytechnical and metacultural awareness, others designate abilities in the field of performance of a wide spectrum of generalized actions (competences), the third group of authors characterize socially professional qualities of graduates and workers and call them professional competences. We shall try to clear up some of these questions within our research.

The competent approach in sphere of education is a rather new phenomenon in Russian pedagogics. Its development is connected with modernization of Russian education and its entry into the world system that change aims of education in essence.

In the past aims of education were defined by necessity of formation of knowledge, skills which the graduate should master. Today a society needs new specialists capable to solve practically personal, public and professional problems. The contradiction between existing content of secondary vocational education and life demands made of a prepared specialist in his practical work appears. The solution of the problem depends not only on the received knowledge and skills but from additional qualities of a person for which designation concepts as “competent” and “competence” are widely used.

Introduction of these concepts in teaching practice demands changes in the content and methods of education, specification of kinds of activity which students should master during and at the end of their study.

The competent approach reorients gradually an educational paradigm with primary translation of knowledge, formations of skills for creation of conditions for mastering a complex of competences, which create potential of a graduate for his survival and steady life in conditions of modern economic, information and communication space.

The outdated and overloaded by the information content of subjects does not provide future specialists with readiness for working activity. Many graduates cannot find work and orientate themselves in modern economic life. Therefore the country should resolve its social and economic problems not at the expense of economy on education, but on the basis of its development. Modernization of secondary vocational education is a political and national problem. Formation and development of professional competence is the aim of educational system at the present stage.

In this connection it is necessary to note that introduction in system of the shaping professional competency of a specialist of the secondary vocational education is oriented on satisfaction of identical requirements of society and production a specialist, who will correspond to enough high level of qualifications on profession on the labour market ; the requirements of consumers of the educational services, providing competitive ability on the labour market, the demands of educational institutions on realization of potential possibilities, in accordance with increasing quality of education.



It means that the most important criterions of the shaping professional competencies of a specialist of the secondary vocational education are:

- correspondence of the content of education to social and economic changes in society;
- its correlation with requirements to informational culture of personalities; changing paradigm of education;
- social order of society on preparing competitive specialist;
- the level of the development of the pedagogical science.

### **The Literature**

1. Concept of modernization of Russian education for the period till 2010 [Text] // Bulletin Ministry of Education of Russia. - 2002. - №2.



Gizitdinova A.A.

## Gender synchronistic functional between-level structures of integral individuality of agricultural-industrial college students

During the latest decades in Russian psychology we more often find systematic methodological, theoretical, empirical and experimental research devoted to the studies of not just separate ingredients of human individuality (either of personality or of psychodynamics and others), but of human individuality as an integral system. While doing so methodologically researchers are guided by different variants of systematic approach (B.G. Ananyev, V.S. Merlin, B.F. Lomov, V.M. Rusalov, V.V. Belous, A.I. Shchebetenko etc.).

Nevertheless, in spite of the topicality of such research work, it should be mentioned that due to the difficulty of the subject of this research, their number is still insufficient. From this follows the *problem* of the suggested research which can be stated in the form of the question: do the peculiarities of the characteristics of gender synchronistic functional between-level structures of students' integral individuality (understood as in Shchebetenko, 2001) – future employees of agro-industrial complex (internal conditions) – influence the formation of their preparedness for the future professional activity? *The aim of the research*: to reveal the developmental characteristics of gender synchronistic functional between-level structures of integral individuality of agrochemical faculty students – the future employees of the agro-industrial complex under the conditions of their professional preparation during the 1<sup>st</sup> and 2<sup>nd</sup> years of studies in an agricultural college. *The task of the research*: using the experimental data of male and female subjects' groups, formed from students of the agrochemical faculty of the Perm state agricultural academy, to reveal the developmental characteristics of the synchronistic functional between-level structures of their integral individuality. *The hypotheses of the research*: success in studies and professional activity of agrochemical students during the first two years of studies in the higher educational institution considerably and specifically depends on their integral individuality synchronistic functional between-level structures. In other words: "male" synchronistic functional between-level structures and the like "female" between-level structures of students' integral individuality should have considerable differences in their composition. Such differences represent an essential condition for the formation of their preparedness for the future activity in the agro-industrial complex (*internal conditions for a person's activity*).

The research was carried out in February-March 2005 (the background diagnostic shearing; 2<sup>nd</sup> semester of studies) and in February-March 2006 (the final diagnostic shearing; 4<sup>th</sup> semester of studies). The subjects – students of the agrochemical faculty of the academician D.N. Pryanyshnikov Perm state agricultural academy, 100 in number. Their age: from 17 up to 20 years old at the beginning of the research and from



18 up to 21 by the completion of the research. Among them: 50 male students and 50 female students. The work included the following characteristics of different levels of integral individuality: strength of the stimulation process, the nervous system sensitivity, strength of the inhibition process, unbalanced character of nervous processes (according to the inquirer of the structure of the integral individuality neurodynamic level by A.I. Shchebetenko) [3] – the level of neurodynamic characteristics; sensitivity, emotional stimulation, anxiety, activity, reactivity, correlation of activity and reactivity, resistance, psychodynamic sociability, rigidity (according to the inquirer of the structure of the integral individuality psychodynamic level by A.I. Shchebetenko) [3] – the level of psychodynamic characteristics; attitude to studies – mark, attitude to studies – time, attitude to studies – strength (according to the method of semantic differential by C. Osgood) [4]; assertiveness (according to the Levinson inquirer “Am I assertive?”) [1] – the level of the personality characteristics of integral individuality. As exponents of success in studies and professional activity were used normal marks (with the one hundredth precision), got by the subjects at the semester examinations: separately – in professionally oriented subjects and separately – in general educational subjects. For statistical procession the factor analysis method was used (the method of the main components with the “vary-max rotation”).

It has turned out that in the background diagnostic shearing the exponents of success in studies (both in male and female groups) have been included together with significant factor influences only in one and the same significant factor (without the exponents of different level characteristics of integral individuality of male and female students). It can be explained as the factor of “success in studies and professional activity, not influenced upon by students’ individuality”. Thus, the first factor revealed is that success in studies (the 2<sup>nd</sup> semester of studies) both with male and female students depends neither on their neurodynamic characters, nor on the psychodynamic characters, nor on the personality levels of their integral individuality. In the final diagnostic shearing (the 4<sup>th</sup> semester of studies) it has been found that with male students exponents of success in studies have created one and the same significant factor which has, at the same time, included with a significant factor value an exponent of one of the characteristics of a personality characteristics level – attitude to studies (according to the methods “Semantic differential” – “time”). This factor can be indicated as the factor “success in studies and professional activity, determined by a personality level of integral individuality” (the male group). Together with this the capacity of the subsystem adaptive level is proved by the factor values and quantities of characteristics exponents of this or that hierarchical level, included in one and the same significant factor with the exponent of success in studies and professional activity. It can easily be seen that the second factor revealed proves the fact that success in studies and professional activity of male students in the 4<sup>th</sup> semester of their studies in the higher educational institution depends more not on their genotype (individual characteristics of neurodynamic and psychodynamic levels), but on their phenotype (attitude to studies, i.e. characteristics of a personality level of their integral individual-



ity). In the female group the exponents of success in studies and professional activity in the 4<sup>th</sup> semester of studies (the final diagnostic shearing) have also created one and the same significant factor, but already with another exponent of a personality characteristics level – the exponent of assertiveness. This factor can be indicated as the “success in studies and professional activity, determined by characteristics of a personality level” factor, but this time – by other personality characteristics as compared to the male group. Consequently, in spite of the fact that success in studies and professional activity of male and female students in the 4<sup>th</sup> semester of studies (the final diagnostic shearing) is under the dominating influence of the personality level of integral individuality, as compared with the characteristics of its other hierarchical levels, nevertheless such gender between-level structures of students’ integral individuality have significant differences. How can we explain the obtained results?

The analysis of scientific data shows that their explanation can lie in the specific character of study and professional activity demands to the active adaptation of between-level synchronistic functional structures of integral individuality of students, being in specific conditions of studying and getting education (depending on the type of different higher educational institutions and faculties). Thus it is proved that the exponents of success in studies and professional activity both of male and female students of the agrochemical faculty in the 2<sup>nd</sup> semester of studies do not have any statistically significant correlations with the exponents of the characteristics of their integral individuality different hierarchical levels. At the same time it is found out, that in the 4<sup>th</sup> semester of studies such, different on the gender basis, statistic correlations are revealed. This fact corroborates our hypothesis that gender functional between-level integral individuality structures represent a significant factor in the formation of future professionals – employees in the agro-industrial complex (*the internal conditions of a person’s activity*).

### **The Literature**

1. Kapponi, Novak T. Sam to itself the psychologist. Spb; 1994. - P. 161–163.
2. Shchebetenko A.I. Development between-level structures of integral individuality of students: Dis.... Dr.s the psychologist. Sciences. – Pyatigorsk, 2001. – 371 p. (manuscript).
3. Shchebetenko A.I. Between-level of structure of integral individuality. –Moscow: Sense, 2007. – 240 p.
4. Atkind A.M. Experience of theoretical interpretation of semantic differential // Questions of psychology. – 1979. – №1. – P. 17–27.





**Tsherbakova L.V.**

## The impact of status of the gift recipient upon female leaders' choice of the present

The "gift" phenomenon appeared, when the people only tried to become rational beings. Building the relations with their like, they discovered the sense of kindness, generosity; gratefulness for somebody's care and kind-heartedness. The way to express these feelings is gift. In Russian this word has a brother-twin: «гостинец», which comes from the word " visitor". It means that according to the custom the man was entering the house with a gift and had been prepared to give presents to the owners and they gave rise to reciprocal exchange.

The review of researches in the field of psychology showed, that the process of giving gifts is not enough studied, moreover, this phenomenon, the gift has not become the subject of different socio-psychological works. Besides it is necessary to underline, that the process of giving gifts accompanies different aspects of human life activity, and at the level of everyday awareness it is clear that the gift plays an important role in the different situations of the interaction.

The particularity of considering the gift from the point of view of anthropology, history, culturology, consists in the fact that they do not study the present but process of giving gifts (U. Lotman, B. Malinovskii, M. Mauss, Takho Gody, Marcel Henaff and others.). V.Iliin believes, that the interest towards gift as the subject of research has arisen in the frame of traditional anthropology first of all [1]. The bases of the studies of this phenomenon were created by Marcel Mauss. In his classic work about gifts *Essai sur le Don* (The Gift) Marcel Mauss described the main principles of this process [3]. According to M. Mauss, the basis of this ancient custom presents exchange is the principle of «reciprocity». In his opinion, to make gifts, to receive gifts, to make the reciprocal dons– this is equally important duties, which must be rigorously fulfilled. Gift exchange must therefore engender friendly feelings. The gift is the thing that must give the pleasure to the recipient. From one point of view, the gift exchange is the free will, but from the other point of view, the voluntariness is rather conventional here. If you deny this custom it is like the declaration of war, denial of union.

We consider the gift as the mean, which accompanies different situations of the interaction between people. After analyzing researches, devoted to gift studies and the process of giving gifts, we are able to give the following definition of the gift from the point of view of social psychology. Gift is the mean of social communication, destined to open up desirable types of relations and satisfy social needs in the determined system of status-role interaction. To be "heartwarming event", the gift must be given by the own will of the doner; to satisfy recipient's needs, correspond to his assessments, the level of his aspiration, status and role; be the sign, symbol of disinterestedness.

Studying the present from the point of view of personality gender identification we can say the following: traditional perception «female» and «male» influences the



choice of the present and the attitude towards it. Some things we give only to women and vice versa. The women receive gifts more often than men. G. Карпова thinks that it is connected to subconscious stereotype, который своими корнями уходит в далекое прошлое: the man is the warrior and getter, he will win himself everything he wants, and if he wants he will share it with the woman [2].

On the other hand, men and women choose the gift and they attack this problem differently. According to American study (Caplow, 1982), women give more gifts, than men, but men's gifts are more expensive.

Receiving the gift, men and women behave themselves in different way. The stereotypes, characterizing the real man, suggest, that he must not speak about his feelings and emotions, that's why the men feel no excitement over the present, – the process of giving gifts is more important for them. The women are very fussed about the gift and openly show their emotions.

In our study the gift is considered in the frame of relations between people. Classical definition of personality relations was given by V.N. Myasishev: relations are the whole system of individual, selective, conscious communications of personality with different sides of objective reality, including three interrelated components: relation of the person towards other people, towards himself, towards the things of the external world [4].

Our study is founded on this concept, the aim of which is to study socio-psychological characteristics of the gift in the system of business relations (managers and subordinates).

112 women from the age of 30 up to 50 years old took part in our research, among them 47 were leaders and 65 subordinates. Using the questionnaire that we have made, we studied such parameters, as: the significance of the gift for the giver (level of significance of the present, which they give, the significance of the gift, what it symbolizes); types of gifts; gender of the gift; aims, that they pursue giving presents, socio-psychological motives of giving gifts.

The result is that, using such criteria, as the significance of the present for the doner, the aims, which they pursue giving gifts, socio-psychological motives of giving gifts, all the sampling was divided into three groups. The first group formed those women who use the gift as the way to change the relation towards themselves. The second group consisted of women who use the gift and the process of giving gifts as the way to change the relation towards the Other. The third group – the people who use the gift and the process of giving gifts to change the attitude towards the situation of giving gifts.

In the first group there are managers and subordinates, but the quantity of managers is much bigger than the quantity of subordinates. The leaders in this group use the gift to take their own fancy, to underprop a reputation, image, to demonstrate their difference from the Others. In the second and the third group there are more subordinates than the leaders. They use the gift to please the Other, to attract and to hold the attention of the surrounding people, to be adequate to the situation of giving gifts.



Let's proceed to examination of gender orientation of the gift. Female leaders' motives of giving gifts to men are the desire of social approval of men- chiefs, attraction and retention of attention of the men-colleagues and underpropping and increasing influence, power over men-subordinate. At the same time female –leaders give the presents to women without taking into consideration their status. They give presents to make pleasure to the recipient.

The main motives of giving gifts of women subordinates are respect display, need of social approval of the leaders (men and women) and feeling themselves adequate the situation, making pleasure to the recipient (colleagues – men and women).

Thus, we can make the following conclusions after carrying out the research:

1. The gift is used to change the relations towards himself, towards the Other and to the situation of giving gifts in whole.
2. Women-leaders' motives of giving gifts depend on the sex of the recipient, and women subordinates' ones depend on the status of the recipient.

**The Literature:**

1. Iliin V. The gift as a social phenomenon. – [www.acapod.ru](http://www.acapod.ru)
2. Karpova G. Gender aspects of gift phenomena. – [www.socnet.narod.ru](http://www.socnet.narod.ru)
3. Mauss Marcel *Essai sur le Don (The Gift)*. – Spb: Evrasia, 2000.
4. Myasishev V.N. *Psychology of relations*. – Moscow-Voronezh, 1995.



## Information on the order of presentation of publication

### **Submit of publishing material procedure**

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

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

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

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

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

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

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

For supplemental information please go to:  
344038 Rostov-on-Don, Nagibin Av., 13, of. 243,  
«Russian Psychological Journal» editorial office.  
Tel. +7(863)243-07-67; fax +7(863)243-08-05  
E-mail: rpj@psyf.rsu.ru