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## Contents

### **Our authors**

#### **Social psychology**

Gaidar K.M. The problem of development of the group subject 5

Kotova I.B., Kozelskaya A.V. Psychological characteristic of social mobility of subjects with different type of vital resources 20

#### **Психология межкультурных различий**

Eksakusto T.V. The problem of ensuring of social and psychological safety of a personality 29

#### **Психология экспрессивного поведения**

Stavropolsky J.V. L.S. Vygotsky's theory and ingroup identification cross-cultural differences (an American-Russian research) 36

### **The young scholars**

Belouguina E.V. Appearance as cultural and historical phenomenon 48

Bobrova L.J. Acmeological characteristics of women-heads' professional self-attitude 54

Kislyak J.F. Features of the structure of educational motivation in conditions of high school education 57

Simachenko N.O. Role of modern high school on actualization of pupils' tolerant strategies in polycultural space 60

Golubova V.M. Sense formation in a context of the metasytem approach 62

Tchistiakova V.V. Particularities of the electric brain activity of twins in the conditions of actualizing achievement motivation 65

Gotseva Y.A. Influence of the sex of teenagers on the content of images manifested by them 67

Grin E.I. Emotional intelligence as a resource to overcome emotional burnout in sports activity 70

Kruteleva L.U. Forming tolerant consciousness as one of the primary goals of the modern system of education 72

Levchenko A.V. Aspects of personal readiness modern men to paternity 75

Mansurova I.S. Expressiveness of components of hope in connection with estimation of vital events 78

Pankratova I.A. Phenomenon of image of career in native psychology 81

Pizhova K.V. Anxiety in communication as the reason of social disadaptation of teenagers with a low level of success in speech and communicative development 84

Samoilova G.V. Comparison of dynamics of tolerant-intolerant attitudes of cadets at longitudinal and diametrical research 87

Tsarenko L.S. Psychological features of military men's personality, deserted from troop command 90



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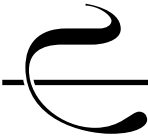
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**Gaidar K.M.**

## The problem of development of the group subject

аннотация + ключевые слова 12 строк

The enhanced attention to problems of the subject became an appreciable feature of the Russian psychology on boundary of XX–XXI centuries. Subject-activity conception by S.L. Rubinshtejn developed further by K.A. Abulhanova, L.I. Antsyferova, A.V. Brushlinsky and others, supplemented with the important methodological and theoretical positions of representatives of other schools and directions of home psychology, by the right takes the leading place today in its methodological base. The role of a category of the subject was expressed very capaciously by A.V. Brushlinsky: «The concept of the subject allows to open wider and deeper the psychology of man in comparison with concept of the person. It concerns the characteristics of both individual and the group subject» [6; 16].

However it is necessary to ascertain that on a degree and depth of study the problematics of the group subject considerably concedes to researches of the subject in its traditional understanding, that is as the separate person. Last decades are characterized by reduction of the Russian psychologists' interest to the researches of groups, including the small ones. The proof to that is the aspiring to zero (on the general background of huge quantity of psychological publications) the number of monographies and scientific articles on psychology of small groups and the defended dissertations in this subjects. R.L. Krichevsky and E.M. Dubovskaja, A.V. Sidorenkov [13, 20] connect this disturbing symptom with the difficulties of methodological character and with the absence of new conceptions of group.

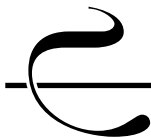


Methodological difficulties in working out the problem of small group, from our point of view, are connected first of all with insufficient attention of researchers to a question of a ratio of the general and special (particular) methodology, which G.M. Andreeva has put in due time [2]. It had led to that fact that more often some separate researchers and scientific personnels were limited only by one any level of methodology, and it always narrows the scientific search, complicates the development of the theories capable to advance the studied area and to open new prospects in it. It has happened with the psychology of small group. For a long time its development was based on a methodological principle of activity which got the status of a general methodological one while it acts only as a part of special methodology of social psychology. Created on its basis A.V. Petrovsky's theory mediation through action of interpersonal relations, L.I. Umansky's parametrical conception and others, though and certainly promoted an establishment of a wide picture of social-psychological displays of group, but could not answer with all clearness a line of key questions, first of all, a question of how the development of small group is carried out.

In the end of 1980th years the system approach began to get into social psychology, first of all owing to B.F. Lomov works [14, etc.]. Including it was started to be applied in psychology of small groups and primary collectives, and also the organizations [7, 12, 17, etc.]. However, being the general methodology «working» in many sciences, the system approach demanded the original «translation» into language of psychology. «Difficulties of translation» have led to the fact that this approach, as a rule, is now proclaimed as a basis of researches, but is not always really used in interpretation of the concrete psychological facts, in explanation of the reasons of the studied phenomena, construction of hypotheses, etc.

The system approach, really, can and should act as general scientific methodology in socially-psychological researches of group. It answers its nature as a system object (G.M. Andreeva, P.P. Blonsky, O.S. Gazman, J.L. Kolominsky, L.I. Umansky; R. Akoff, F. Emeri, etc.). For a group as a system individuals serve as its elements (further indivisible units). Between them interrelations and the mutual relations are necessarily going which provide the group orderliness and allow it to function and develop as to complete formation. Various aspects of this orderliness create a basis for group structure and its organization as a system. Thus interaction of elements, that is people entering into it and also their subgroups developing in this interaction, leads to occurrence of inyegrative qualities initially not inherent to its separate representatives. Such qualities can be named system. All this allows to consider the group as a system integrity.

As a special (concret) methodology on which the research of psychology of group can lean, we see the subject approach obtained now deserved recognition. As a subject approach we offer to mean the theoretical-methodological direction, which primary goal is the development and application of principles, methods and means of studying the psychology of subjects (individual and group) [8]. Its status as a special methodology is proved to be true because first, it itself is based on the principles of



the system approach (understanding the subject as a system, owing to K.A. Abulhanova, V.A. Barabanshchikov, A.V. Brushlinsky, E.A. Sergienko's works, etc. has strongly affirmed in home psychology [1, 3, 4, 18, etc.]), secondly, it serves just as that means of the organization of psychological research which allows to refract adequately general scientific and philosophical principles to an object of research in concrete scientific area – in our case of psychology of groups.

We consider, what exactly on the basis of the subject approach the development of a group problematics can receive today a new impulse. It is perspective for social psychology as it provides an opportunity to investigate the general, base phenomena and characteristics of group, and on their basis – individual, concrete displays, processes, conditions down to individualized, inherent only to the given group, describing its individuality. The subject approach opens the prospects of creation of the new concept of small group – the subject concept of group which will allow to open the psychology of the group subject as a self-organizing and self-developing system, to understand the interrelation, interaction and interference of such levels of the social organization as individual – subgroup – group, and as intragroup, and intergroup (external) plans more deeply.

In this we see the difference of the subject approach to small group from other approaches which also are probable as particular methodology of its research. As in home social psychology in former years the activity approach was leading, we shall specially emphasize, that the subject approach does not cancel and does not replace with itself the last one as particular methodology, but, in our opinion, incorporates it in itself. From positions of the subject approach the group is considered as the subject of various kinds of activity that has as external and the intradirected character (activity, behaviour, intercourse, cognition, self-organizing, self-management, etc.), speaking generally – as the subject of ability to live [7, 8, 9, etc.], in which activity plays very important, but not a unique role.

We agree with A.V. Brushlinsky [5, etc.], who approved that the methodological role of the subject approach is that it can become a basis for integration of a psychological science that has both individual and group subjects as an object of studying.

As to the concrete conceptions of group in Russian social psychology it is necessary to ascertain that the last some decades of the last century were accompanied by original «calm» in this area: mentioned A.V. Petrovsky's and L.I. Umanskoy's conceptions have gradually lost their popularity (though for the sake of justice we shall notice, that in J.V. Sinjagin, A.S. Tchernyshev's works and its employees the certain attempts of their development were undertaken [21, 23]).

Last years were marked by occurrence of the new conception of group – A.V. Sidorenkov's microgroup conception [20]. Though its author does not put a special accent on this moment, we shall make bold to approve that this concept has obviously tested on itself the influence of the subject approach. Its main subject – informal groups in small group – are treated by A.V. Sidorenkov not simply as a key unit of group structure, but as the collective subject of group ability to live.



We understand the system and dynamic quality of social group of the interconnected and cooperating people as the group subject, that shows when it operates as a whole unit in significant social situations, carrying out the different kinds of activity (activity, intercourse, cognition, etc.), including that it transforms these situations and itself, realizing that it is a source of these actions and transformations.

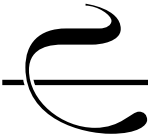
One of the most significant and at the same time poorly developed problems of psychology of the group subject is the problem of its development. Works appeared in the end of the last century [7, 12, 16, 21, etc.] testify that the picture of development of real small group is much more complicated, contradictorily and is more various, than it was traditionally represented in the social-psychological theory – as a steady movement from the lowest level of development to the maximum one, from not collective to collective.

Development of the group subject is characterized not simply by consecutive change of any conditions or properties, but by occurrence as a result of changes of qualitatively new formations (among them transition of separate group substructures to a new level of development, transformation of componental composition of structure of group\*, reorganization of interrelations as between separate elements of one substructure, so between substructures that can cause occurrence of new functions of the group subject, development of new kinds of activity by it, etc.).

Being in the beginning of working out the psychology of group subject the home social psychology has no yet the ready answers to the question of how exactly the process of its development occurs in real conditions of life. So we offer one of the directions of scientific research – on the base of integration of the general scientific (the system approach) and particular methodology (the subject approach). In our opinion, the research of this process should be concentrated to following two themes, first of all: sources, determination and mechanisms of development of the group subject; character, levels and stages of its development. We shall stop on each of them separately, and then we shall show their interrelation.

\* With reference to the group subject the traditional concept of structure as unity of components (as separate elements, parts, substructures of system) in their natural, steady and necessary interrelations can be considered, in our opinion, doubly: as the structure of the group subject itself (an example A.V. Sidorenkov's microgroup conception in which groups as the basic structural components subgroups and participants of group disconnected into them can serve) and as structure of psychology of the group subject are allocated, including the components concerning the basic spheres of display of group psychology: cognitive, emotional, motivation-valuable, behaviorally-strong-willed. In the first case it is necessary to speak about socially-psychological structure of the group subject as it is based on social elements (separate people and their associations) whereas in the second case it is expedient to talk about psychosocial structure as the psychological phenomena are put in its basis (the group ideas, motives, values, emotions, etc.). In our opinion, the psycho-social structure of the group subject consists of such components as the orientation of the group activity (the motivation unity), organizational unity of the group subject, its preparation, intellectual unity, emotional unity, will unity. The both versions of the structure of the group subject are intercorrelated and interdependable.





Sources, determination and mechanisms of development of the group subject.

Development of the group subject proceeds under influence simultaneously both its internal (psychological) sphere and an environment. As the group constantly exchanges with an environment the information, energy and so forth so far, it concerns to the category of the open systems. In its openness its inherent discrepancy is covered. Arising contradictions act as a source of development of the group subject. Speaking about contradictions, we lean on traditional understanding of this concept as a presence of mutually exclusive, each other denying and simultaneously mutually presumptive parties, contrasts in any phenomenon, object, system. Any system, including the group subject, is characterized with both internal and external contradictions. For the group subject the most fundamental internal contradiction is the contradiction between the aspiration of the individual to be a member of group so to get the similar with its other participants properties, qualities and so forth and simultaneously his desire to keep the individuality, «not to be dissolved» in group, comprehension of own self-value. The base external contradiction is the contradiction between aspiration to self-affirmation and self-realization of group as independent complete subject in the basic organization and necessity of interaction with other groups in the environment. Both in the first and in the second case both tendencies also deny each other and mutually assume. So the preservation of individuality demands underlining the differences from other members of group, instead of features similar to them, but, however, to show the individuality is impossible in social vacuum, it can be realized only in group, and arising in interaction with other people the general qualities while including in system of the person, get the individualized tint and by that emphasize its uniqueness.

The variety of group contradictions forms the multilevel system. In our opinion, they can be grouped in three types: 1) contradictions of intersystem (down to macro-system) level – between the group subject and the representative of other group, this and other group as a whole or wider social organization in which this group subject is included; 2) contradictions of mesosystemic level – between separate parts of the group subject or the structural components of its psychology; 3) contradictions of a microsystem level – between concrete individuals making group and / or their micro-groups.

As all three types of contradictions form the system so their influence on each other and interdependence is obvious. So, for example, in group there is a contradiction between its separate members (a microsystem level), connected with different motivation on participation in joint activity. It reduces the group result on the basis of that there can be a contradiction of mesosystemic level – between the generated orientation of activity of the group subject and insufficiency of its readiness to activity. It negatively influences on general group efficiency and entails the macrosystem contradiction – between low achievements of the group subject in concrete area and high expectations to its productivity from the basic organization to which it does not answer. It is clear that the settlement of all these contradictions will lead to the further development of small group as the subject.



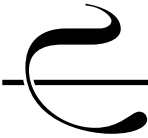
We agree with A.V. Sidorenkov that in various groups and at different stages of ability to live of the same group «... as the leader to the greatest degree determining process of progressive or, on the contrary, of regressive development, this or that kind of the contradiction can act. Considering that fact that contradictions arising in group are connected among themselves, domination of any one of them causes an aggravation and / or smoothing of other contradictions» [19; 45]. We think that occurrence in group of those or other contradictions is caused by its system nature and features of a social situation of its ability to live which is always dynamical and variable; their settlement is accompanied by the formation of a new situation of ability to live and qualitative changes of group psychology, that is the development.

Speaking about the determination of development of the group subject it is important to remember B.F. Lomov's words: «... in the research of the mental phenomena the attempt to search the unique determinant of this or that phenomenon – a dead-lock way. Any phenomenon is defined by a system of determinants» [15; 30]. According to the system approach, determination of a developing phenomenon is system, that is multiplane, multivariate, multilevel. Contradictions as sources of development of the group subject act in a role of the leaders establishing determinants of this process, setting its logic, character and so forth. But, besides this, according to B.F. Lomov, there are some more levels of system determination connected among themselves by dynamical relationships.

The first level – the relationships of cause and effect carrying system forming character. It is accepted to allocate three kinds of such connections: macrosystem; meso-system (intergroup); microsystem (intragroup). All of them constantly develop. Thus the intragroup relationships are the most dynamical because the mental conditions of the group members are very mobile, and it leads to changes and constant development of interpersonal attitudes in the group. The second level of system determination – the external factors existing outside the group. It can be, first of all, the tasks and the purposes that was put before the group by wider social generality, and also the formal-set cast in group. The next level of system determination is presented by internal factors, that is the inherent to each member of the group and group as a whole and being socially significant for the person and a generality. At last, the general and specific preconditions are fertile «ground» on which socially-psychological processes in group are unwrapped. Without the certain preconditions other determinants can not show the action.

Let's emphasize one more important methodological position stated by B.F. Lomov: a ratio between determinants of different types is changeable, movable. To this position A.L. Zhuravlyov's idea is consonant that in a number of situations of group ability to live the change of the determinants is possible, for example, the economic factors may be changed by the psychological factors [11].

So, the research of development of the group subject from positions of the system approach demands to consider that its determination, first, has system character, secondly, is not rigid and unequivocal. The polysemy and multilevel determinations



of the development bringing the group system to a likelihood condition, causes «self-movement» of the group subject and the certain change of its psychological characteristics. In its turn, it allows it to react flexibly both to significant and to undistinguished influences of the external and internal environment, realizing an available potential and accumulating new reserves of development. Hence, ambiguous and nonrigid system determination is a basis of development of the group subject and simultaneously of preservations of its integrity.

The question on mechanisms of development of the group subject is extremely important too. The system approach in a context of its philosophic-dialectic judgement contains the general methodological reference points for the decision of the given question, but does not offer ready answers. Search of the last ones should be most likely based on special (particular) methodology of a concrete science as it would be a simplification to think that the development of so various by their nature systems as biological, social, psychological and others it is possible to explain in the uniform image, by means of certain universal mechanisms. An another point is that the formal-dynamic characteristic of mechanisms of development of various systems are similar. It, obviously, also generates the representation about their universality. By the formally-dynamic characteristics we mean, first of all, integrative-disintegrative character of these mechanisms, their orientation to the maintenance and, moreover, increase of a level of integrity, organization, system effectiveness or to the decrease of this level down to its destruction as those. It is necessary to consider, that representations about integration / decompositions, integration / differentiations as mechanisms of development of system are some scientific abstraction, the model describing this process in its essential, but nevertheless general features, not opening the specificity. The last one is defined by the subject maintenance of mechanisms of development which every time will be especial for the certain sort of systems. As for the substantial analysis of the mechanisms of the development of group subject we think it should follow the description of the formal-dynamic features of this process. Unfortunately there is no unit position with reference to the last ones, so the finding out the content of these mechanisms, apparently, is the task for the future that demands the serious theoretical reflexion and the developed empirical ground. According to this we'll offer our own vision of the formal-dynamic features of the development of group subject.

In the philosophical, sociological, psychological, pedagogical, biological literature on problems of mechanisms of development of systems two positions are presented. One authors approve that these mechanisms are the processes of integration and differentiation, others as those name the processes of integration and decomposition.

In most general view the integration is defined as process of association of any elements into the whole on the basis of some generality between them, the result of that is occurrence of qualitatively new properties and communications between elements of integrity. Accordingly the decomposition is understood as disintegration of integrity on the basis of infringement of communications existed between its ele-



ments or formations of the new communication staticizing their mutual denying. The differentiation is treated as process of division, a partition of the wholeness on different parts or components, the basis for what are the certain distinctions between them, but not meaning, however, the disappearance of system as an integrity.

With reference to a problem of development of the group subject it is possible to approve, that integration is aimed to consolidation of the psychological unity of group, stabilization and ordering of interpersonal relations and interactions, increase of a level of its organization and efficiency. The differentiation is shown in inevitable specializations and hierarchization of business and emotional interrelations of group members, in distinction of their functional roles and psychological statuses that is a result and simultaneously a stimulus for the further development of group as, resolving former contradictions, the differentiation can generate the new ones. Decomposition is expressed in infringement of harmony in relations of group members, breaking their interrelations and interactions, disintegration of group as a complete formation.

It is thought that the binary positions «integration – differentiation» or «integration – decomposition» not to the full degree reflect the process of development. We think its necessary to speak about a triad «integration – differentiation – decomposition», the mutual relations between the components of it carry the reciprocal directed character. If we're limited only to consider the processes of integration and differentiation the question will arise, up to what limit the action of differentiation lasts. We shall tell that the new formed group is originally a diffuse integrity, but in process of its ability to live there are processes of differentiation in it: the leader kernel is formed (or even several ones), microgroups, the separate members stand apart which are not entering into them, the positional-status, role structure develops, some hierarchy of common generic norms, values, etc is formed. It is clear that the answer to a brought question depends on an orientation of the process of differentiation. In fact it can «work» to increase of integrity, organization, integrality of the group subject, so to its progressive development – by means of crushing of initial integrity, forming a certain structure in it, interrelation between its components and also reorganizations and transformation both components and interrelations between them during the sanction of contradictions arising at it will promote the group development. But the same process of differentiation – in case of antagonistic contradictions in group – can lead to decomposition, that is to the destruction of the interrelations supported integrity of the group subject and its disintegration as a system. Differently, it is required to analyze the development of group not from the positions of a diad «integration – differentiation», but from the positions of mentioned triad.

On the other hand, if we concentrate only on integration and decomposition the transition from the first process to the second disappears from a field of vision. It remains not clear how possessed the integrity system has stopped the existence. Such an event is not the one-stage act (especially for social groups), it is logical to assume the existence of any other process connecting integration and decomposition. The process of differentiation acts as such «intermediary» which is based on distinc-



tions between the components of system. The differentiation can serve as «nutritious ground» for the decomposition maintaining those distinctions which reflect the mutual exclusion of components of system.

So, from the general methodological position the model of mechanisms of development of the group subject can be presented as a triad of the interconnected processes of integration – differentiation – decomposition. It helps to understand, by the way, the complexity, ambiguity, heterochronicity of the development of the group subject.

First, the process of differentiation, as it was already emphasized, has bidirectional character, can «work» as for the blessing of integration of the group subject, so for its decomposition. To what process it will aspire it depends on character of contradictions available the group subject and on the social situation of ability to live.

Secondly, the processes of integration – differentiation – decompositions simultaneously both assume and deny each other. Therefore their ratio is ambiguous. The given processes not simply constantly replace each other as dominating, but also proceed simultaneously and are interconnected, mentioning, however, thus different spheres of ability to live of the group subject and various components of its structure – both psychosocial, and socially-psychological. So, for example, increase of unity and organization of a microgroup (integration) can be accompanied by alienation from it the others microgroups or separate participants of the group (decomposition); hierarchization of the system of values and norms in the structure of such substructure of psychology of the group subject as its orientation (differentiation) can be combined with the strengthening of its emotional unity expressed in the similar positive relation and acceptance by all or the majority of members of the group of these norms and values (integration).

It is possible to speak about coexistence of discussed processes also considering the different levels of activity of the group subject. For example, in a situation of intergroup competition of the student's groups inside the faculty differentiability-integrativity tendencies at an intragroup level (specialization and reorganization of communications between the parts of the group promotes the increase of its efficiency and integrity, raising chances of a victory) and differentiability-disintegration tendencies at an intergroup level (allocation of the given group from the basic collective breaking the communications with other groups, loss of psychological unity with them) can simultaneously take place. In a situation of interfaculty competition the orientation of these tendencies can change, but they will simultaneously prove themselves. In this case at an intragroup level the differentiability-disintegration tendencies will already operate (it is necessary to allocate the representatives from the group to a faculty command, they should «drop out» from the group context for some time to adjust the communications with the members of the command – the representatives of other groups of faculty), and at an intergroup level the differentiability-integrativity tendencies will prevail (the psychological alienation from other faculties will occur, the meaning of the difference of own faculty from them and the psychological unity of the faculty will simultaneously increase which is a fan of the team at interfaculty competitions).



Character, levels and stages of development of the group subject.

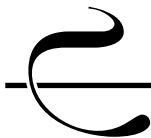
The interrelation and simultaneous display of integrative – differential – disintegrative tendencies in concrete mechanisms of development of the group subject (less often in their harmonious ratio, more often – in the form of prevalence of one of them in the certain sphere of ability to live or their mutual change as dominating) cause a non-uniform, «pulsing» character of this development. It is not usually a consecutive promotion from the lowest level to the supreme one. The partial regressive transformations can be in it, that was found out in the A.L. Zhuravlyov's, A.G. Kirpichnik's, R.S. Nemov's, L.I. Umansky's researches of school classes, student groups, work collectives. Alongside with progressive or regressively focused qualitative changes in the development of the group subject the stops at this or that stage or a level are possible too. These stops are very important, as they allow to keep the reached and to expand the potentials of group growth [12, 16, 22]. Non-uniformity and heterochronicity of the development of the group subject is also expressed so that one stages require a longer time interval than others. Rates of transition from a stage to a stage also can differ. One components of psycho-social structure of the group subject can advance the others though during the following period of time the «leadership» in development can already pass to others.

In research of process of group development we share A.L.Zhuravlyov's position about the expediency of its two-scheduled analysis: by levels and by stages [12]. This idea is represented productive because, first, it precisely brings a the question of distinction of concepts «a level of development» and «a stage of development» (for a long time many researchers did not pay attention to distinctions between them and frequently identified them), secondly, it allows to open a picture of group dynamics more perfect.

We shall understand the certain quantitative and qualitative ratio of social-psychological characteristics of group as a level of group development. A stage of group development is a certain period in development of the group that has the qualitative features in comparison with the other periods of its abilities to live caused prevailing in this period of time internal and / or external contradictions, a characteristic orientation of mechanisms of development (integrative, disintegrative) and their ratio, and also a specific social situation of ability to live of the group. In particular, the certain stage of development of group is expressed in qualitative features of display of its subjection.

In our opinion, the displays of group subjection can have the general and especial character. In the first case the offered by A.L. Zhuravlyov the typological approach is realized. Three types of group subjection are designated in it, each of which can dominate at this or that stage of development: potential subjection, real subjection, reflexing subjection [10, etc.]. The special displays of the group subjection can be allocated by the analysis of the characteristics staticized in separate spheres of ability to live of the group (joint activity, intercourse, mutual relations\*, cognition and so forth). As the

\* After G.M. Andreeva [2], we consider dialogue and mutual relations as independent forms of group activity, though, certainly, and interconnected with each other. From here follows, that in each of them subjectivity groups has the specific displays, it is characterized by various properties.



group can show its subjection in one or at once in several spheres (and in the latter case in a different degree), it causes its qualitative features in a certain interval of time and marks this or that stage of its development. For example, the domination of the group subjection in the sphere of dialogue deduces such its properties as communicativity, socially-perceptive unity, etc. on the foreground, and the prevalence of the group subjection in sphere of joint activity – purposefulness, organization, a coordination, etc.

The stage and the level of development of the group subject do not coincide, though it is reasonable to assume the certain communications between them. As A.L. Zhuravlyov notices, the development of group on stages automatically does not repeat its development on levels. At approach of the next stage in development of the group subject the level of this development can change (and it is not obligatory to raise, but also to go down) or in general to remain former. On the other hand, the level of development of the group subject can be considered as one of the moments of a concrete stage. Therefore it is possible to expect changes in a level of development of the group subject in borders of the same stage.

Until now the Russian social psychologists have no clearness in the question of interrelation between levels and stages of the development of small group. The various points of view – as identifying the development by levels and stage-by-stage development (A.G. Kirpichnik, A.V. Petrovsky, L.I. Umansky, etc.) as differentiating them (K.M. Gaidar, A.L. Zhuravlyov, etc.) are expressed.

Let's refer to the materials of our own research in which basis the A.L. Zhuravlyov's idea about the two-scheduled analysis of development of group laid. It has been carried out on a material of students groups of the Voronezh state university [7]. Having lead a longitudinal research of the same groups during their training in high school (from I to V year), we have revealed the following sequence and the maintenance of their stage-by-stage development: the domination of group subjection in sphere of intercourse; the domination of group subjection in sphere of mutual relations; the simultaneous display of group subjection in intercourse and joint activity; the display of group subjection in spheres of intercourse, activity and mutual relations in an equal measure; the simultaneous display of group subjection in spheres of intercourse and mutual relations; the domination of group subjection in sphere of intercourse; the termination of existence of group as a subject (weak expressiveness of all displays of its subjection). «Pulsing» character of level development of students groups has simultaneously been established. They begin their way in a high school with high or an average level of development (an autonomy or cooperation, according to L.I. Umansky's parametrical concept), and finish on low one (association).

The three-factorial dispersive analysis has allowed to reveal a degree of influence on a level of development of the students group being at a certain stage, each of its three displays of subjection and their combinations. The investigated factors of in decreasing order of rendered influence settle down in such a way: intercourse; mutual relations; intercourse and mutual relations; intercourse and activity; intercourse, activity and mutual relations; mutual relations and activity.



We reveal interrelation between stage-by-stage and on levels development of students group. The stages of development when its subjection is shown mainly in sphere of intercourse or simultaneously in spheres of intercourse and joint activity, are connected with increase of a level of development up to average or high. Thus a level is the higher the more brightly the given displays of subjection are expressed. At those stages of ability to live when the subjection of students group is shown in spheres of mutual relations and dialogue, the level of its development decreases to average or low. We shall notice, that it takes place even at obviously expressed displays subjection groups. The level of development of group at a stage when all its displays of subjection are generated in an equal measure, is in direct dependence on a degree of this formativity. The combination of displays of subjection of students group in sphere of mutual relations and activity influences a level of its development slightly. At last, only activity display of its subjection does not render on it any influence at all.

In our later research lead on the basis of some faculties of the Voronezh and Kursk state universities the dynamics of types of group subjection was studying. The expressed tendency to increase of subjection from I to IV year and sharp decrease on V year that marks itself the disintegration of students group. The dominating type of subjection varies in following sequence: potential subjection on I and II years, real subjection on III year, reflexing subjection on IV year and potential subjection on V year. Thus the most considerable part of students groups is characterized by an average level of dominating type of subjection. The obtained data force to assume, that the dynamics of dominating over students groups type of subjection is connected with features of a social situation of their ability to live. The given assumption requires the subsequent empirical check. However we find the bases in materials already available for such assumption. So, comparison of groups of two different faculties of the same (second) curriculum within the limits of one high school has shown the following distinctions in their subject development. At one faculty of 2/3 of surveyed groups distinguished prevalence of type of potential subjection, and 1/3 – reflexing one. At the second faculty at 2/3 of groups the type of potential subjection dominated, while at 1/3 – real subjection. The lead analysis has revealed the precise distinctions in a social situation of ability to live of educational groups of two faculties, as the specificity of principles of acquisition of groups, the organization of educational process, a level of claims of students, their professional orientation, etc.

As to interrelation between stage-by-stage and by levels development of groups we can say that in that case when we considered a stage of group development from positions of the typological approach, that is connected it with domination during the certain period of existence of group of its this or that type of subjection, we have obtained the data not allowing to draw a unequivocal conclusion on presence or absence of required connection. Most likely, the additional profound research, including providing perfection of methodical toolkit which will allow to open more full a picture of complex connection by turns levels and stage-by-stage development of the group subject, carrying, probably, nonlinear character here is required.





In conclusion of the article we shall put, probably, the most complicated question. What are the reasons of «movement» of the group subject on levels and stages of development in the course of its ability to live? Searches of the answer to it force us to address to a theme of sources and mechanisms of group development again. It is obvious, that transition of the group subject from one level of development to another is determined by occurrence and the settlement of various internal and external contradictions in the group. In fact during their settlement the quantitative and – the most important – qualitative changes of socially-psychological characteristics of group occur that other level of its development leads to occurrence the new integrative properties, marking itself another level of its development and necessarily the higher one.

In such a complex system as social group, some contradictions simultaneously can be shown, and the configuration of mechanisms of development does not remain stable, on the contrary, it constantly change, and first of all these changes touches the formal-dynamics features of the mechanisms, that is their orientation (integrative, differential, disintegrative). Besides in different spheres of group ability to live during the same period of time the unequal combinations of these mechanisms can take place, that can be connected with their specificity of the contradictions found out. All this also causes the certain «figure» of development of the group subject, representing as a matter of fact the change of levels. It is possible to assume, that the differential-integrative character of mechanisms of group development will be combined with increase of its level, and the differential-disintegrative – with its downturn. If the stop on this or that level of development is fixed, the reason of it can be as difficulties in the settlement of the concrete contradiction (that demands accumulation of additional potentials of development), or too slow settlement when transition of quantitative changes into qualitative is tightened.

As to the stage-by-stage development of group consisting in our understanding in change of qualitative features of its display of subjection – at its substantial-subject specificity of this line of group development – the logic of process remains the same. In a basis of development of the group subject on stages the interval contradiction, the certain orientation of mechanisms of development (integrative, disintegrative) and their ratio, and also a specific social situation of ability to live of group lay prevailing in concrete. For example, developed during the concrete period of existence of the students group the social situation of its ability to live has led to statement of a task of rendering assistance to children's home. It staticized some contradictions (between the given task and other interests of group; between the various opinions expressing in group, on how it is better to organize the help to children's home; between the several microgroups applying for a role of leaders in this situation; between high claims of group on the successful decision of the given task and expectations of its success in educational activity from dean's office, etc.). Depending on what contradiction becomes dominating, formally-dynamic characteristic of the processes of group development will be shown differently in different spheres of ability to live of group and differently paint a course of the settlement of the contradiction. It, in its



turn, can lead to that position that one type of group subjection becomes prevailing, for example, the type of real subjection, and other types will borrow the minor position. Qualitative displays of group subjection can be shown, in particular, as in sphere of joint activity, as in sphere of intercourse, or simultaneously in both these spheres. All this in aggregate also will determine the certain stage of development of the group subject.

So, theoretical research of development of the group subject by means of the analysis of set of such aspects as sources, determination, mechanisms, character of development of the group subject, the interrelation between its development by turns levels and stage-by-stage development allows to construct the model of the given process. Its empirical substantiation makes one of the prospects of studying the psychology of the group subject.

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## Psychological characteristic of social mobility of subjects with different type of vital resources

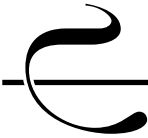
*In the article results of experimental research of social mobility of subjects having different types of vital resources are revealed. It was examined containing and structural features of personal vital resource as a complex psychological construct integrating different on a level of complexity phenomena, allowing to reach vital success and to overcome difficulties and extremenesses. It is given a substantiation of experimental methods and techniques which have allowed to distinguish three types of personal dominants of vital resources of personality – vital resources with dominants of intellectual, cognitive and emotional component; vital resources with dominants of value and semantic component; vital resources with dominants of social and psychological component. Among the subjects belonging to different groups according to dominants of vital resources, vital facts testifying a level of their social mobility were established. Dominants of these groups of vital resources have been put in a basis of intersubject differentiation reflecting a typological peculiarity of person. Comparative features of examinees' social mobility are revealed. It is established, that domination of internal vital resources with prevalence of a value and semantic component is combined with low enough social mobility of respondents.*

**Key words:** *vital resource, social mobility, extremeness, stress resistivity, self-control, invariant and changeable components, satisfaction in self-realization, psychological protections, vital activity, status and territorial mobility, potential of a person.*

Now the “vital resource” concept is widely used in psychological researches in connection with consideration of adaptable opportunities of person (L.A. Aleksandrova, O.I. Babich, V.F. Berezin, K.V. Karpinsky, D.A. Leontyev, V.D. Nebylitsin, A.A. Nalchadzhyan, etc.); behaviour of person in difficult vital and extreme situations (Aydaraliev A.A., Maksimov A.L.; Antipov V.V., Vasilyuk F.E., Zagaynov R.M.; Kanep V.V., Slutsker D.S., Shafrom L.M.; Selie; Kartseva T.B.; Kogan B.M.; Magomed-Eminov M.S.; Maklakov A.G.; Melnikova N.N.; Sarason, Sarason and Shearin; Vaux).

More often this concept is applied to an explanation of various psychological phenomena. However, its contents remains uncertain enough (L.I. Antsyferova, V.A. Bodrov, etc.). In a broad sense the “vital resource” concept is used for description of vital opportunities, potential of person; in narrow treatment it is used for estimation of personal ability to cope with various stress, extreme, psychotraumatic situations, and also for understanding an opportunity of behaviour self-control, vital problems' meeting.

The analysis of native and foreign researches has allowed to characterize a vital resource of a person as a complex psychological formation integrating different on a level of complexity phenomena, allowing to achieve vital success and to overcome difficulties and extremenesses. Into its structure there enter: self-acceptance, acceptance of others, emotional comfort, value orientations, flexibility of behaviour, sensi-



tiveness towards self, spontaneity, self-esteem, ideas of human nature, development of cognitive needs, creativity, general internality, stress resistivity, intellectual development, intensity of psychological protections, vital purposes, interest and emotional saturation of life, satisfaction in self-realization, 'I' locus of control, 'life' locus of control, level of empathy and other psychological phenomena.

In the structure of vital resources of personality they distinguish invariant and changeable components providing success in various kinds of activity. Invariant components of personal vital resources are cognitive and intellectual, willed, motivational and value components of personal psychic, given help of the others. Changeable components of personal vital resources are material resources, health, emotions.

For studying the features of contents and structure of vital resources of person the wide list of experimental methods and techniques has been used. The initial information allowed to plan a space of the psychological phenomena forming vital resources of personality, it has been collected on the basis of questioning examinees on some questions. There was offered indirect and direct questions on sources of vital activity and success of some categories of people.

The collected data underlied selection of psychodiagnostic test techniques, allowing to reveal a psychological status of examinees. The received characteristics were compared with a quantity of integrated parameter of vital resources of each examinee and on the basis of factorisation they were divided into three groups.

Each group united most similar phenomena according to psychological effect, therefore we defined three types of personal dominants of vital resources of personality – vital resources with dominants of intellectual and cognitive, emotional components; vital resources with dominants of value and semantic components; vital resources with dominants of social and psychological components. Dominants of these groups of vital resources underlie the intersubject differentiation reflecting a typological peculiarity of a person.

Comparison of individual and psychological characteristics of examinees with the contents of each group of vital resources has allowed to divide the most part of examinees into three corresponding groups. A part of examinees have bimodal dominants of vital resources and were excluded from the further experiment for preservation of its cleanliness.

At a following stage of experiment on the basis of a biographic method (causometric strategy) features of social mobility of the examinees concerning different groups according to their contents of dominants of vital resources were examined.

We gave psychological characteristics of social mobility of examinees of three groups on the basis of elucidation of features of their status, career and territorial mobility. Attraction of the methods of mathematical statistics allowed to come to conclusion, according to which the greatest social mobility (especially status and territorial) is typical for representatives of the third group, i.e. persons with dominants of social and psychological components of vital resources. Representatives of the first (cognitive and intellectual, emotional components of vital resources' dominants) and (of so-



cial and psychological components of vital resources' dominants) groups have shown high parameters of career mobility.

Among the subjects belonging to different groups of dominants of vital resources, there were established vital facts indicating a level of their social mobility. For this purpose within the limits of interview they were given some questions. Answers on these questions are presented in the table 1.

Table 1

### Comparative features of social mobility of examinees

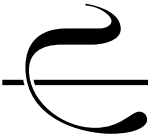
Parameters of social mobility	Groups of examinees		
	1	2	3
Status mobility:			
Volume (n)	3,8	5,3	10,9
Current self-estimation (average score)	7,8	8,6	9,4
Prospect (average score)	6,9	7,2	9,8
Career mobility:			
N (%)	83,3	68,3	95,8
Horizontal career (%)	75,6	58,5	77,6
Vertical career (%)	26,7	12,2	16,3
Current self-estimation (average score)	6,7	7,9	8,3
Prospect (average score)	8,8	9,6	7,8
Territorial mobility:			
N (%)	20,0	31,7	42,9
Retro self-estimation (average score)	4,6	6,2	8,3
Current self-estimation (average score)	4,2	8,2	8,6
Prospect (average score)	2,6	2,4	3,8

By results of processing the collected data the empirical data forming psychological portraits of social mobility of subjects with different type of dominants of vital resources were received.

1 group – dominants of internal vital resources with prevalence of cognitive and intellectual, emotional components (n=90).

Subjects of this group are characterized by a low enough status mobility. The analysis of social roles designated by them in continuation of a phrase "I am ... (who?)" has shown, that, on advantage, they concern standard roles executed by a person. Average extent of associative line, reflecting positions occupied by a subject in society, has made 3,8 scores. Its semantic kernel was made with components: person, husband (wife), father (mother), son (daughter). In this group of examinees an estimation of simplicity of transition from one social role to another received high enough point, equal on the average value to 7,8 scores.

Examinees have not shown clear plans on expansion of role repertoire. The majority of them (71,1 %) could not name possible variants of finding new social roles. However, they have designated high readiness to accept probable changes (average value of readiness to this has made 6,9 scores).



The significant part of examinees (83,3 %) of examined group has designated the changes reflecting career mobility which have happened to them. Horizontal career growth have noted 75,6 % of all selection, vertical career growth have noted 26,7 %. An average value of satisfaction in career in the selection has made 6,7 scores; among persons who have made horizontal career – 5,9 scores; among persons who have made vertical career – 8,7 scores.

The desire to realize further changes in professional career has shown 95,6 % of structure of all selection. An average level of this desire in the selection is 8,8 scores.

During a life time a place of residence changed 18 persons from all selection (20 % of an aggregate number). As examinees have explained, change of a place of residence has been connected with entering a higher educational establishment. Average value of satisfaction in temporary removal has made 4,6 scores.

Now examinees easily enough make temporary movings. Basically, these movings are connected with trips during holiday (95,6 % of examined selection, the average value of satisfaction makes 6,8 scores) and official journeys (27,8 % of examined selection, the average value of satisfaction is 4,2 scores).

Examinees of this group in the majority (91,1 %) are not ready to change constant place of residence at any moment. An average estimation of satisfaction from such probability is 2,6 scores.

Generalizing obtained empirical data on the selection of examinees characterized by cognitive and intellectual, emotional dominants of components of vital resources, we should note, that concerning them low enough status and territorial mobility was revealed. It is unlike career mobility which is most expressed concerning the horizontal version.

Examinees of this selection are characterized by relatively low status mobility. Designating in a semantic line “I am ... (who?)” social roles which are typical, they also have presented limited enough repertoire. Average quantity of associations which have been revealed at interviewing form 5,3 scores. The semantic kernel was made with following role positions: person, man (woman), father (mother), son (daughter), citizen, inhabitant. Examinees have not noted a special complexity of transition of one role execution to execution of the other: an average estimation of simplicity of this action forms 8,6 scores.

The significant part of examinees of this selection (95,1 %) has no plans on expansion of role repertoire. At the same time, readiness to accept these changes is high enough among them – on the average 7,2 scores.

Career changes for last 5-7 years have noted 56 persons (68,3 % of number of examined selection). Among them these changes have happened in horizontal (48 persons, i.e. 58,5 % of all selection) and vertical (10 persons, i.e. 12,2 % of all selection). Among examinees of this selection general satisfaction in career mobility on the average has made 7,9 scores; 7,2 scores among the persons who have made horizontal career; 8,6 scores among the persons who have made vertical career.

Expectation of significant changes in the professional career in the near future have specified 76 persons (92,7 % of examinees of selection). Average value of



readiness has made 9,6 scores for them. Examinees of this selection have shown low enough territorial mobility. During life time 26 persons (31,7 %) changed a place of residence at own will: among 23 persons (28,0 %) removal has been caused by entering a higher educational establishment, among 3 persons (3,7 %) it has been caused by family circumstances. Satisfaction in a removal has made 6,2 scores.

62 persons (75,6 %) have shown inclination for to territorial mobility during the current period of time: all of them connect moving with holiday travel, and, besides with business trips (14 persons (17,1 %)). An average value of satisfaction in current trips has made 8,2 scores in the selection.

Only 8 persons (9,8 % of the selection are ready to change the constant place of residence for the other at any moment. Average satisfaction in such mobility has made 2,4 scores in the selection.

Thus, domination of internal vital resources with prevalence of a value and semantic component is combined with low enough social mobility of respondents. The greatest mobility is marked in professional sphere (horizontal career), the least is marked in migratory sphere.

3 group – dominants of social and psychological components of vital resources (n=96).

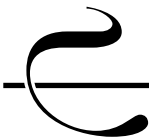
The analysis of associative lines made by the examinees in reply to stimulus “I am ... (who?)”, allowed to establish significant status mobility of representatives of this group. Unlike representatives of the other selections, role positions have appeared more various and numerous among them. Average number of the designated role positions has made 10,9 scores. Besides the standard roles executed by the majority of people, there also have been noted ones: for example, pathbreaker, traveller, thinker, friend, inhabitant of the planet, neighbour, adherent, reader, etc. In this case, semantic kernel of status positions made following elements: person, family man, citizen, comrade, professional. Examinees of this selection have noted their sufficient ease of transition from one role position to another: an average value has made 9,4 scores.

Unlike representatives of the other selections, examinees of selection 3 have shown readiness for the further expansion of the status positions, readiness “to become more good ... (family man, professional, comrade, etc.)”. At the same time, really new roles finding of which is obviously possible for the examinee also have been named. The average level of readiness for similar changes has made 9,8 scores in the selection.

Overwhelming majority of participants of the selection (95,8 %) noted favorable career changes which have happened to them. From 98 persons 76 persons (77,6 %) marked an increase of professional status within the limits of horizontal career, 16 persons (16,3 %) marked career growth within the limits of vertical career. An average self-estimation of success of changes in the sphere of professional work has made 8,3 scores.

Despite of significant career mobility, desire for further changes continue 84 persons (85,7 % of selection). Representatives of the selection estimate expectations on the average in 7,8 scores.



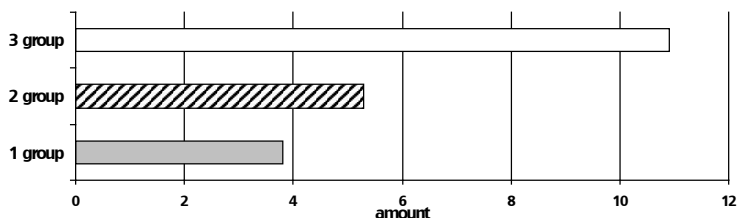


42,9 % of all examined selection changed a place of residence at own will. Examinees have marked some reasons of change of a place of residence: entering in high school (32,7 % of all selection), change of family status (6,1 %), search of more suitable place of work (4,1 %). An average estimation of satisfaction in a change of a place of residence has made 8,3 scores.

Members of selection have estimated ease of fulfillment of removals in a current period of time in 8,6 scores on the average. 95 persons (96,9 %) have shown inclination for such removals, having coordinated them with holidays (95 persons (96,9 % of the selection)) and with business trips (62 persons (63,3 %)).

18 persons (18,4 % of the selection) has shown readiness to change a constant place of residence for the other at any moment. In the selection an average value of satisfaction from such action has made 3,8 scores.

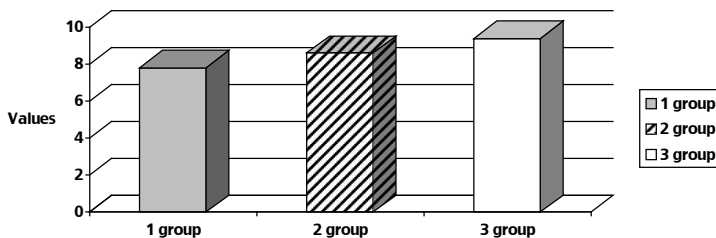
Comparison of parameters of social mobility among examinees belonging to groups with different type of vital resources, allows to note its greatest expressiveness among subjects with prevalence of social and psychological components of vital resources.



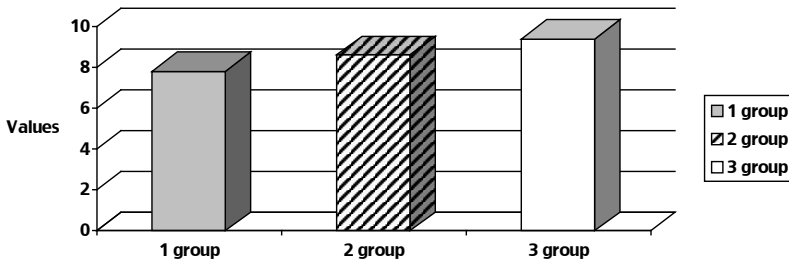
Picture 2. Average amount of role positions on groups

Great mobility among examinees of the third group is shown in their status mobility (pic. 2).

Application of  $\chi^2$  criterion allowed to reveal statistically significant distinctions ( $p < 0,05$ ) between a number of status positions which are peculiar to examinees of different groups. It indicates that the persons possessing vital resources with prevalence of a social and psychological component have more social roles in their arsenal. Their greater status mobility confirms also the fact that they pass from one social role to another (fig. 3) easier than others, they are ready to take new social roles (fig. 4).

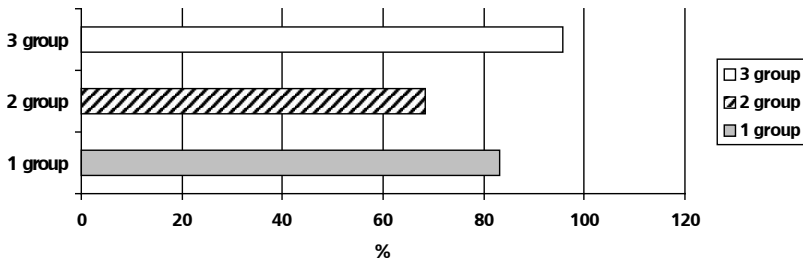


Pic. 3. Average values of examinees' self-estimation of ease of transition from one social role execution to execution of other social role.



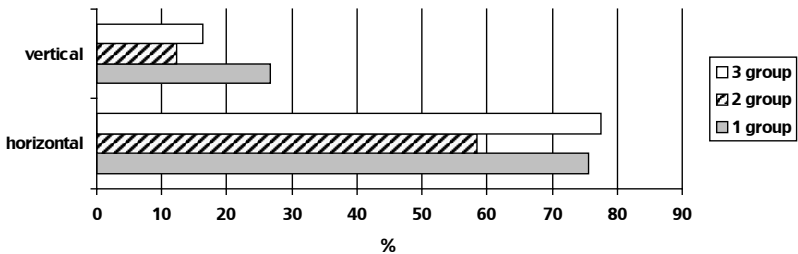
Pic. 4. Average values of examinees' self-estimation of the readiness to gain new social roles

Among representatives of the third group greater career mobility is also marked. In comparison with other groups, a greater professional success for the past 5-7 years is noted among them (fig. 5).



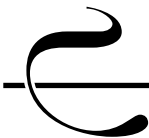
Pic. 5. Percentage distribution of examinees of three groups who have achieved professional successes for a last period

Application of  $\chi^2$  criterion allowed to reveal statistically significant distinctions between a quota of successful members of 1 and 3 groups ( $p < 0,05$ ), and also of 2 and 3 groups ( $p < 0,01$ ).



Pic. 6. Distribution on vertical and horizontal careers

At the same time, if to compare quantity of successful members of groups of types of professional career, horizontal and vertical (fig. 6), it is possible to find out some nu-



ances: advantages of 3 group over 1 and 2 groups in horizontal career, but advantages of group 1 over group 3 in vertical career.

Application of  $\chi^2$  criterion allowed to establish, that at statistically significant level ( $p < 0,05$ ) satisfaction in a current status of professional career prevails among examinees of the third selection (pic. 7).

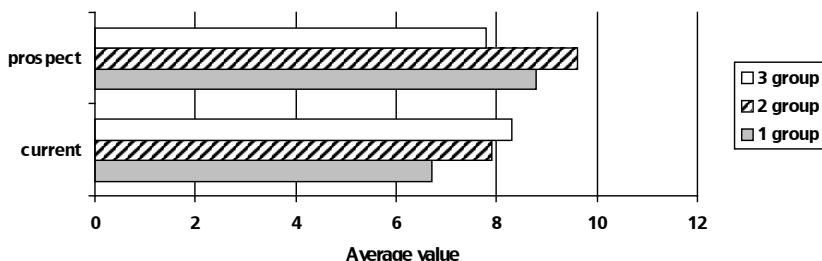
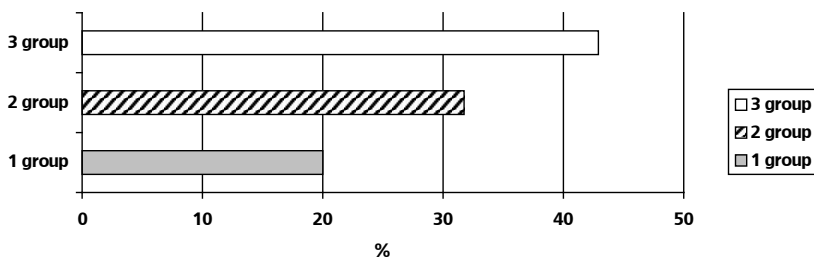


Fig. 7. Average values of self-estimation of current career success and its prospect

According to graphically presented empirical data, among examinees of the third selection an estimation of career prospects is a little below than among persons of the first ( $p < 0,01$ ) and the second ( $p < 0,05$ ) selections.

Representatives of the third selection have shown the greatest territorial mobility. In comparison with members of the first and the second selections, they changed a place of residence most often (fig. 8). Application of  $\chi^2$  criterion has allowed to establish, that representatives of the third selection removed more often, than representatives of 1 group ( $p < 0,01$ ), and they removed more often, than representatives of 2 group ( $p < 0,05$ ). Probably, openness to social environment peculiar to representatives of the third group, their orientation on reception of support from relatives, friends, familiars and other people makes a change of a place of residence and renovation of a circle of social contacts more acceptable for them.



Pic. 8. Distribution on groups of persons shown territorial mobility in practice

Thus, examinees of the third selection have shown the highest self-estimation of the past, current and prospect (pic. 9).

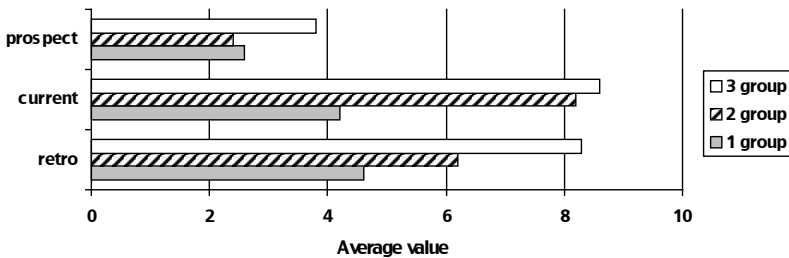


Fig. 9. Average values of a current career success and its prospect self-estimation

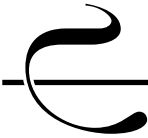
Thus, in this part of research work we present the description of features of social mobility of subjects with different type of vital resources: with domination of intellectual and cognitive, emotional components; with domination of value and semantic components; with domination of social and psychological components.

On the basis of the methods of mathematical statistics we have established, that, in comparison with the other, the greater social mobility have representatives of the third group possessing vital resources with prevalence of a social and psychological component.

Subjects with different dominants of vital resources differ in characteristics of social mobility examined in unity of its status, professional and territorial changes. The greatest social mobility is shown by subjects with dominants of social and psychological components of vital resources inherent in them.

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Eksakusto T.V.

## The problem of ensuring of social and psychological safety of a personality

*This article emphasizes that due to the present-day conditions it becomes relevant to study the psychological safety through analysis of interpersonal relations system. Where-as the better people in a group know and understand each other, the higher is the psychological safety level in interpersonal relations, obviously, it is necessary to speak of the social-psychological safety of a personality. It is noted, that a person's relations system is actualized through communication. The efficiency of the communication process organization in many ways determines the personal relations system, and thus, the people's social-psychological safety. It means that in order to ensure the social-psychological safety of a personality, the special attention should be paid to studying of the hampered communication phenomenon, various forms of its exertion, psychological determinants. It is shown that these problems analysis will help to work out particular practical guidelines for optimization of the interpersonal relations, which, eventually, will favor the development of the social-psychological safety of a personality.*

**Key words:** *safety, social-psychological safety of a personality, characteristics of the social-psychological, interpersonal relations, hampered communication, hampered communication subject, ensuring of the social-psychological safety of a personality.*

The concept of necessity to ensure the personal safety forms the basis of existence of all social systems and individuals. It is associated with the system's needs (as well as a person's ones) and elements for survival and further (progressive) development. Its contents present the conscious activity of people, aimed to reduce the disorganizing influence of external and internal environment [2]. In the contemporary society, the problem of safety becomes the high priority issue. It is conditioned by a number of reasons, namely: the instability of economical, political and social circumstances; the presence of stress and psychogenic effects of various geneses; the growth of number of technogenic emergencies; the weak psychological protection of a personality.

The notion of safety is considered proceeding from different grounds. As it is stated in a number of studies (I.A. Baeva, G.V. Grachev, V.A. Dmitrievsky, N.A. Lyz', T.M. Krasnyanskaya and many others) first of all safety is considered in terms of different spheres of safety display: ecology (the environmental influence), society (the influence of social & political and social & economical phenomena), information sphere (the influence of mass consciousness processes, system of value orientation and moral standards declared by mass media in society), production and means of technical progress (the influence of production technologies, complicated (complex) implements). One of the actual directions in personality safety research is study of psychological safety. At that it is stressed that psychological safety means (Krasnyanskaya T.M.):



- Immunity of personality, preserving its integration, ability for development;
- Content with the present, confidence in the future;
- Vital activity conditions which do not help personality integrity violation and adaptability of its functioning;
- Absence of fear or anxiety in respect of one's present and future needs' satisfaction;
- State of interests' protectability;
- Consciousness protectability from the influence of psychological states, characteristics and behavior change against the will and wish of a person and etc.

At the whole variety of personality psychological safety and peculiarities of its expression (in education, upbringing, professional sphere and etc) this problem stays less studied as for interpersonal relations and communication. In spite of that the growth of social problems, polarization of society (separation of social classes with different economical status), growth of criminality (terrorism, fraud, crimes against personality), decreasing of interpersonal contacts frequency and effectiveness makes a person feel greater social vulnerability. Appropriately, the growth of socially unfavorable social conditions increases the quantity of people which are characterized with demolition of the need of social safety which leads to lowering of satisfaction with the present and absence of confidence in future; it causes demolition of personality integrity, growth of fear and anxiousness; lowering of tolerance towards unfavorable influence.

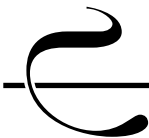
So modern conditions make it obvious that it becomes more and more topical to study psychological safety via studying the system of social and, first of all, interpersonal relationship.

In accordance with the country safety Conception safety protection shall be implemented through the following grades: interpersonal, regional, national (state, country) and international [2]. At that interpersonal grade may be stated as crucial and base for all next grades, because it is exactly safety of interpersonal relationship system (support of stability and integrity of interpersonal relations) which provides functioning and existing of further grades.

As stated by I.A. Baeva, the psychological safety being necessary condition for existing and development of a person and society is implemented through definite forms of social interactions – cooperative activity, adaptation of a person and vital environment and following of definite relations between them [5]. A. Edmondson stressed that psychological safety is based on faith that a person will accepted by reference group, that he will have emotionally favorable relations and will be protected from blame, rejection and suppression [5]. Accordingly the better people know and understand each other in one group the higher is psychological safety of interpersonal relations [5].

The above said makes it possible to speak not just of a personality's psychological safety, but of its social and psychological safety (meaning determinative character of social and psychological conditions providing person's safety).

Social and psychological safety may be defined as the state conditioned by presence of harmonious and bringing satisfaction relationship (interconnections) of a per-



sonality with other people which allow realizing spiritual and psychological potential of personality in the process of vital activity and which allow preserving its integrity. The basic characteristics of social and psychological safety are:

- The feeling of protectability against negative psychological influence by interaction partners and situational conditions;
- Absence of tension, difficulties and disturbances in relationship;
- Harmonious character of interactions and relations.

Although the “carrier” of social and psychological safety is a person so we can assume that expression of social and psychological safety will concern basic structures of a person and will be revealed through cognitive, affective and behavioral components. At that the person’s social and psychological safety will depend on what a person is thinking about its social surrounding and the way a person evaluates it (the feelings and emotions he experiences), which behavioral strategies he is using, that’s the way he is developing the whole system of interpersonal relations.

It is obvious that considering the social and psychological safety in such way it is necessary to refer to the problem of interpersonal relations.

The problem of interpersonal relations finds its beginning in philosophy theories. Taking its origin (although mediated) in works of ancient Greek philosophers it is verbosely reviewed by works of existentialist philosophers where the problem of mankind existence (objective reality is presented as a matter of a person co-existence with other persons which later greatly influenced humanistic psychology. Ideas of people co-existence with each other and their interconnections stay one of the urgent problems of psychological science. Different psychological studies give different definitions to the problem of interpersonal relations. Following the tradition of native psychological school the matter of relations was firstly presented in studies of A.F. Lazursky.

Relationship, by A.F. Lazursky, is a backbone factor of a personality structure. Relations of a personality towards outer objects and sphere (exo-psychical manifestations) at interdependent psychical elements and functions (endo-psychical manifestations) characterize personality integrity. V. N. Myasishev made a great contribution into development of relations psychology conception. By V. N. Myasishev the initial point of personality psychology is a characteristic of a person’s nature as a complex of social relations. In its turn social relations exist in two forms: as objective and subjective relations. Relation of a person towards society, community, team, and group and towards himself takes important place in the system of relations. The most important and substantial relations are formed by interpersonal interactions.

B.F. Lomov’s concept has been a significant step forward regarding the relationship psychology development. The most important part of this approach is a detailed characteristic of subjective relations. Such relations reflect value orientations, fidelities, sympathies, antipathies, interests and all that which expresses personality subjective position, events evaluation and people which take part in these events, relation towards these or those events and phenomena of the world this person lives in. First of all subjective relations of a personality are formed and revealed as its relation towards



people. Accordingly relation towards any and all other spheres of reality is mediated by such relation.

Summarizing main ideas of relations psychology we can underline that they single out social and interpersonal relations from the system of social relationship [1]. At that social relations are official, formally fixed, objectified, efficient relations which are leading in regulating all types of relations including interpersonal. Interpersonal relations are objectively experienced and differently realized interconnections between people. The grounds of these interconnections are various emotional states of people interconnecting with each other. Emotional grounds of interpersonal relations means that they appear and emerge on the base of definite feelings which appear between people towards each other. It is important to underline that interpersonal relations are characterized with three component structure and they include affective, cognitive (informational) and behavioral (practical, regulative) components (at that affective is a determining one). As it was mentioned in some studies emotional manifestations of interpersonal relations are determined by social and cultural standards of groups which people interconnecting with each other originate from and by individual differences which vary within these standards.

Analyzing connections of social and interpersonal relations there appears a necessity of speaking about the role of communication in the complex system of person's connection with outer world. Both types of person's relations with surrounding world – social as well as interpersonal are disclosed exactly by communication. Communication is the exactly realization of a person's system of relations. It is important to note that the real communication reveals not only interpersonal relations of people, not only their emotional fidelities, but also their social relations, impersonal by nature [1].

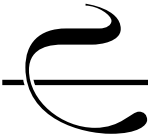
Effectiveness of arranging of the communication process plays a great role in determining the system of interpersonal relations and consequently, it determines the social and psychological safety of people. The higher is communication effectiveness, the more satisfied and integral people are; they feel content, absence of fear or anxiousness; their social adaptability grows and it means their social and psychological safety increases.

As complex and many sided phenomenon communication is potential and actually consists elements hampering its functioning [4]. That is why it is often that communication process goes not effectively. In this case we are speaking of deformation, communication violation (of different level) which possibly can lead to lowering of social and psychological safety.

In this way in order to provide social and psychological safety it is especially important to study phenomenon of awkward communication, its different forms, psychological determinants, character and level of influence upon whole system of interpersonal relations. These problems' analysis will allow elaborating specific practical advises on optimization of interpersonal relations which in the result will help development of social and psychological safety of personality.

There are different views on the phenomenon of the communication difficulties and barriers, on reasons and factors of appearance thereof, which reflect in variety of ap-





proaches for their study. The difficulties of communication are such phenomena which appear in conditions of immediate contacts and can be caused by different reasons – objective, situational as well as inner, personal and which are revealed in lowering of the interaction sufficiency in appearance of emotional and psychological discomfort of the subjects of communication. Such phenomena block reserves of spiritual and psychological potential of a personality which violates the system of its interpersonal relations.

As it is stressed in some of studies the main function of communication difficulties is protection of personality from negative social and psychological influence which may help its social and psychological safety. On the other hand supporting psychological safety of personality these difficulties may block (hamper) sensitivity and understanding of the communication process itself (all its elements: a partner, situation, a person himself) by personality as well as understanding of interpersonal relations in the whole.

Different studies separate motivation and substantial, operational, social and perceptive, psycholinguistic, communicative, inner (subjective) and outer (objective) difficulties. The works' analysis showed that classification of hampered communication phenomena based on marking out different reasons of these difficulties' appearance are reasonable in respect of theoretical understanding of thereof, but studying the object experiencing real situation of hampered communication it is impossible to isolate definite reasons and to conclude the idea of their interrelations and joint determination of behavior.

The greatest interest is called by the studies which single out objective difficulties at the same time with subjective ones. Objective difficulties appear in conditions of direct contacts which may be caused by various reasons: objective and situational as well as by inner, personal and which are specifically revealed in lowering of interconnection sufficiency, appearance of emotional and psychological discomfort of communication subjects.

It is especially important to underline that such understanding of difficulties allows taking account of wide range of reasons causing hampered communication: from individual and typological, personal qualities of the subject up to the features of situational interaction. Research we have conducted [3, 6] showed that people's reaction on hampers' beginning is quite different: people show more or less adequate reactions and it means we can suppose that they have different level of protectability from unfavorable influence. Conditionally we can talk about different level of social and psychological safety. Considering specifics of people's reactions in situation of hampered communication we can say that they all bear cognitive, emotional and behavioral character. At that cognitive component may be revised only upon subjective self-analysis of hampered communication participants. Two other components (emotional and behavioral) can be objectively watched by researcher.

Thus it was shown [3, 6] according to the character of behavioral and emotional reactions in situations of the hampered communication all people can be divided into the following groups of active and passive (upon intensity of communication behavior); "sthenic" and "asthenic" (depending on the nature of the experienced emotions).



At that, the obtained data allows us to claim that connection of emotional and behavioral reaction in situation of hampered communication is not unequivocal.

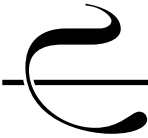
Each group is characterized by specific features of perception of understanding of interaction difficulties, different aims and motives of communication, tactics of communication behavior and different as for content and intensity of changing psychological and psycho-physiological characteristics in hampered communication. We may suppose that these changes are the means of compensation by individual of its unavailability to establish interpersonal relations. In its turn features of people's behavior in situations of hampered communication may become characteristics of their protectability from negative influence and consequently may prove their availability – absence of social and psychological safety.

Difficulties in describing "personality" of a subject experiencing communication hampers causes difficulties in development of correctional actions directed for stabilization of communication process and harmonicity of interpersonal relations. Nevertheless considering the problem of social and psychological safety it is important to stress necessity of considering this category in practical context of personality protectability from negative influence in situations of hampered communication and violation of interpersonal relations system.

In the process of guiding social and psychological safety it is important to consider the main "element" of any social system – a person. It is known that the world is apprehended by a person as objective and subjective reality. A person is changing nature and gets changed by him. Possessing intellect and free will a person is acting and interpreting facts due to its knowledge and idea about them. At the same time the person is also a subject of the world understanding and its object as well [2]. Proceeding from this they mark out components of person's social aims orientated to the person himself as well as to society: cognitive component (knowledge, opinions, personal knowledge, self-reflectiveness appearing in definite conditions and etc); affective component (perceptual and emotional, subjective reactions on influence of different factors arousing feelings and activating or lowering person's activity); behavioral component (actions, operations, behavioral patterns based on knowledge of the object world appropriateness and reasons of changes occurring thereof).

Although singled out components correlate with a structure of social and psychological safety (as well as with structure of interpersonal relations and reactions of people in situations of hampered communication), we may suppose that increasing and correcting the effective development of social and psychological safety of personality probability gets increased.

Within limits of this research it is assumed that these tasks may be solved by providing of psychological guiding of a personality. In its turn providing of psychological guiding of a personality is possible within limits of arranging special service for the social and psychological safety which may be arranged in conditions of different educational and social institutions, works and factories, production and commercial enterprises, organizations.



One of the main ideas of such service of providing a personality with the social and psychological safety may become holding of diagnostic, correctional and development, consultative and educational work with aim of increasing psychological health, forming of protectability and integrity, harmonicity of a person's interpersonal relations system.

Service forms and methods of work on providing of social and psychological safety shall be directed to development and correction of all personality social aims components (cognitive, affective and behavioral) as indexes of tolerance towards different kinds of outer influence and own negative feelings.

In connection with it one of the most important tasks concerning correction and development work may become: forming of skills of effective interaction and communication competence; learning to listen and understand an interlocutor; development of reflective abilities; forming of adequate behavioral patterns in situations of hampered communication. Set tasks may be realized within limits of psychological correctional groups (in particular, groups for social and psychological training) which work is directed on development of communications skills and gaining skills of interaction with others, development of confident behavior, effective coping with situations of hampered behavior and etc.

Finally it is important to say that nowadays the conditions bear typical features of the social system instability, the increase of dependence of the social system safety upon competence of a particular person being a subject of social control and effectiveness in ensuring his own safety. It is important that a person's actions should be based on analysis of data concerning system of interpersonal relations and probable reactions on communication hampers; and prognosis of probable consequences of such decision is accomplished at considering interconnections and mutual influence of all social system elements. In connection with this there grows the necessity of starting centers providing of personality social and psychological safety. At that it is necessary to coordinate work of such centers in regional as well as state and international level.

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Stavropolsky J.V.

## L.S. Vygotsky's theory and ingroup identification cross-cultural differences (an American-Russian research)

*This research represents an attempt to contribute to cross-cultural psychology development on the part of the Russian science of psychology, since an outstanding Russian psychologist and thinker L.S. Vygotsky was among the founders of cross-cultural psychology. The presented research consists in a factor analysis of ingroup ethnocultural identity of Russian and American respondents. The basis for a questionnaire offered to respondents is constituted by Multigroup Ethnic Identity Measure by J. Pheanny and AIQ-IIIx Aspects Identity Questionnaire by J.M. Chick and L.P. Tropp. The principal idea by L.S. Vygotsky on the intrapsychic being born out of the interpsychic has been supported with its empirical evidence. Cross-cultural differences in the structure of ingroup identification priorities of the Russian and American respondents have been revealed.*

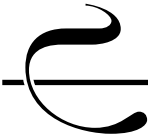
**Key words:** *Identity, ethnocultural, ingroup, factor, comittment, facet, comparison.*

### Research Objective

Cross-cultural psychology is regarded abroad as the forth strength in psychology, which is doomed to become a leading psychological force in the twenty-first century. Despite that outstanding Russian psychologists L.S. Vygotsky and A. R. Luria have been recognized all over the world as founders and pathfinders of cross-cultural psychology, in Russia cross-cultural psychology has not gained its full-scale development yet. This research of ours should be referred to as an attempt to make a deposit into the cross-cultural psychology development on the part of the home science of psychology.

Neglecting a cross-cultural perspective brings about confining a scientific discussion of identity issues in contemporary multi-cultural communities to a specific set of research issues, without grounding in a strict methodology, nor establishing a logically consistent and internally structured scientific field. Scientific discussions which emerge at diverse levels are related either to societal or to personal aspects of identity topics, failing to produce an integral generalization of an available body of research.

Culture and self-conception researches are also in a significant way coordinated with an idea that an identity is both a personal, and a social phenomenon. Cross-cultural differences are rather a matter of degree than that of quality. A cross-cultural perspective has revitalized a concern in social facets of self and in a degree to which



people define themselves in a sense of their relations to other people and to social groups. The core idea of this perspective consists in that an identification is not merely an affiliation or alliances between the self and others, however some fundamental differences in the way by which the self is constituted have been presupposed. The social self represents a self-conception expansion towards something more inclusive than an individual personality.

The core issue of social psychology is a matter of why do people communicate with each other. Despite a long history of an identity phenomenon research, a logically consistent psychology of identity has not shaped yet.

In this respect, our research objective is to perform a factor analysis of an in-group ethno-cultural identification of Russian and American respondents; to find out a psychological content of these factors, which produce a set of identifying “we”-aspects; to compare the factors obtained in both samplings for the sake of determining cross-cultural similarities and differences concerning an in-group ethno cultural-identification.

### **Brief Description of Respondents**

An empirical basis of our research is constituted by data obtained through a series of field researches carried out by author during 2001 – 2006. Totally during 2001 in the USA 202 respondents were examined both in Woodrow Wilson International Scholars Center, a branch of which is George Kennan Institute for Advanced Russian Studies (Washington, DC), and in Maryland State University (College-Park, Maryland). During the second part of our research in Russia in 2005 we examined 244 respondents who were students of Saratov State University named after N. G. Chernyshevsky (Saratov, Russia).

### **Research Methods**

Our methodology of empirical research consisted in a process of a complex (consecutive) applying of qualitative methods: a co-relational, a variance, and a factor analysis. A general design of our empirical research confirms a measured ethnic correlates model, adopted by cross-cultural psychology.

The basis for a questionnaire offered for our respondents has been formed by Multigroup Ethnic Identity Measure (by J. Pheanny), and AIQ-IIIx Aspects Identity Questionnaire (by J. M. Cheek and L. R. Tropp). Data obtained by a questionnaire method, have been subjected to a statistical processing by means of SPSS for MS WINDOWS Release 6.1 computer software. Mean values and standard deviations for variables from these two questionnaires have been calculated. We have applied a principal components method, which enables singling factors out of a data entity. The SPSS for MS WINDOWS Release 6.1 envisages a Bartlett test check concerning the data distribution sphericity. The Bartlett test check has confirmed a multi-dimensional normality of our data distribution. For the sake of increasing the factors interpretability, a factors charges matrix distinctiveness has been improved by a VARIMAX rotation method (Keiser normalization).



### **Results, Conclusions, and Prospects**

Since as early as L.S. Vygotsky's theory on a mediated action [1; 15 – 17], a rebirth of interest towards socialization investigation has become evident among adherents of diverse conceptions [8]. From the viewpoint of L.S. Vygotsky's cultural-historical theory, a "self" is a linguistic process, it is always an activity [8]. An action based (a functional) approach towards a "self" development enjoys an advantage, namely processes of socialization are located in a daily discourse forms and functions. From this standpoint, a "self" appears a dialogical process, permanently grounded in an interpersonal interactive dialogue with oneself and with others. This dialogical process is a reflexive one, i. e. it is performed through shifts from the present (an "I") to the past (a "me") and to the future (a "you").

Within a structure of variables constituting an in-group ethno-cultural identity of both American and Russian respondents, there are (1) firstly, active actions; (2) secondly, emotions and subjective experiences, concerned to an ethno-cultural in-group belonging.

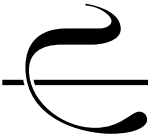
Targeting at an American and Russian respondents' in-group identity "we"-aspects structure exploration, we have applied a method of principal components, which enables singling factors out of a data entity. In both groups two psychological factors have been determined.

Factor 1 correlates chiefly with psychological experiences of an individual concerning one's ethno-cultural belonging caused by a cognitive identification with one's in-group, not concerning at all or to a vary little degree concerning to performing specific actions, necessarily resulting from one's identification with an in-group, nor with committing such actions which bear one's in-group belonging awareness, potentially capable to effect a destiny of a human being who identifies oneself with an in-group. Therefore we call factor 1 an "intrapersonal in-group commitment" factor.

Variables constituting factor 2 structure express a "me", therefore we call factor 2 an "interpersonal in-group commitment" factor.

As an ethno-cultural identity develops starting from an immersion stage to a cultures synergetic adjoining and accepting stage through an introspection stage [3; 198], i. e. from a foreclosure status to an achieved identity status (in terms of J. Marcia's approach), a meaning of factor 2 as "interpersonal in-group commitment" will decrease, since such a status approach and a development of a personality along the mentioned direction is accompanied by a personality dependence from its in-group diminishing, and a personal autonomy increasing, as opposite to a personal heteronomy, thus a meaning of factor 1 as "intrapersonal in-group commitment" will decrease for a personality as an autonomous identity formation process is going on.

At the cultures' synergetic stage a personality maintains its loyalty and devotion to one's ethno-cultural group, though one does not consider obligatorily to oneself to obey norms and values of the ethno-cultural group. Recognition of every human being's unique individuality and a human personality's autonomy becomes a determining disposition of a human behaviour at the cultures synergetic stage. As a result of



this process an effect on a personality of the factor 2 as “interpersonal in-group commitment”, which presupposes an exploration of new alternatives by the personality, will get decreased as the achieved identity status condition will be approached.

In our American sampling factor 1 as “intrapersonal in-group commitment” correlates with the variables which reflect not an emotional-affective facet of an implicit in-group identification, but its cognitive facet. We suppose that within our American sampling a cognitive awareness to a less degree ensures experiencing positive emotions related to an ethno-cultural in-group, than a degree of proximity and close ties to the in-group. Otherwise stated, positive emotions and positive self-relation in connection with an in-group identification emerge within our American sampling on the grounds of close relations to other in-group members, not on the grounds of a reflection about these relations. Cognitive comprehension of an ethno-group identification may in a half of cases bring about positive emotions, and in another half – negative emotions.

Active co-action within an in-group is in the strongest way linked to a subjective experiencing of one’s affiliation, and to an objective maintenance of cultural traditions of an in-group. In other words, a cultural “co-action”, an in-group belonging, an in-group commitment are inseparable from an intrapersonal experience of “co-action” of an in-group belonging, of an in-group commitment. Intrapersonal and interpersonal “co-actions”, an in-group belonging, an in-group commitment are stiffly intertwined, thus confirming a cardinal proposition of L.S. Vygotsky’s cultural-historical theory that the intrapsychical gets born from the interpsychical [2].

An active in-group commitment revealing through specific actions targeting at a close approaching in-group members is accompanied by an emotional and a cognitive spheres of a personality activation. To such a human being, who is engaged into active actions, determined by an identification with one’s in-group, this identification seems natural and goes without saying, without inclining to any new alternatives. Consequently, thinking over one’s self-identification alternatives by a personality gets minimized, consciousness of such a personality is less developed. It rather resembles a foreclosure identity status (J. Marcia) or an immersion stage (D.R. Atkinson, G. Morten, D.W. Sue), while the latter is characterized by a strong feeling of being proud for identifying oneself with one’s in-group. Both personal identity and autonomy become dimmed by a group self-identification. Our data prove an L.S. Vygotsky’s statement that the intrapsychical gets born from the interpsychical.

A high level of positive self-reference resulting from one’s ethno-cultural belonging awareness is peculiar not exclusively of specific non-dominant ethno-cultural in-groups within an American society (e. g., Afro-Americans, Latin-Americans, Asian Americans), but also of quite a diffuse and to a certain extent artificially shaped non-specific non-dominant in-group of American respondents born to mixed marriages. The high level of positive self-reference resulting from their cultural and ethno-racial belonging awareness among the latter may be explained by their awareness of their own unique proper heterogeneity and their non-identity to any other ethno-cultural



groups of the American society. It needs to be admitted that the priority meaning for an (intrapersonal) self-identification is represented by an awareness of one's own cultural and ethno-racial peculiarity, and that an awareness of one's being different is exactly a self-identification.

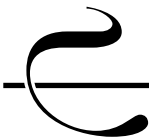
A one's cultural and ethnical identity awareness is escorted by a positive self-reference independently of which proper ethno-cultural group a personality identifies oneself with, be that group dominant or non-dominant, specific or would-be. One's own proper cultural and ethnical identity awareness is escorted with a positive self-reference independently of which ethno-cultural group in particular a personality identifies oneself, be that a dominant or a non-dominant one, a specific or a would-be one. It would be incorrect to say that an identity awareness brings about a positive self-reference. It would be more precise to say that one's own proper cultural or ethnic belonging awareness at the cognitive level reveals itself as a positive self-reference at the emotional level. Self-identification is experienced in a positive way even if this is a self-identification with a non-dominant culture. A self-identification lack at the cognitive level (a marginal or diffuse identity) is experienced in a negative way at the emotional level. An integral phenomenon of self-identification bears two inseparable aspects: a cognitive (a cultural and ethnic belonging awareness) one, and an emotional-affective (a positive self-reference) one.

A lack of correlations between an ethno-cultural belonging to a certain in-group, and a positive self-reference make guess that an ethno-cultural belonging and a positive self-sensation resulting from its awareness are not two separate variables, but rather two facets of one and the same variable: on the one hand, there is an identity and an ethno-group belonging as a phenomenon, and, on the other hand, there is a phenomenal awareness of an identity and that of an in-group belonging, and a positive self-reference, which is inseparable from it.

A larger degree of an ethno-cultural identity awareness at the group level among members of specific ethno-cultural groups, who do not identify themselves with a dominant culture, is explained by a degree of a distance from the dominant culture and either an impermeability or transparency of in-group boundaries. It is evident, that as an intercultural distance increases, a mechanism called by H. Tajfel a social comparison process starts acting tougher [11]. Therefore, the most categorical answers have been obtained from respondents, who belong to an ethno-cultural group, which displays the most distinctiveness in comparison with the dominant culture, where an intercultural distance between this group, and a dominant culture is the furthest, consequently, a social comparison process functions in the most intensive way, and increases a group identity awareness, and an in-group commitment at the interpersonal level. First and foremost, Afro-Americans are spoken of here.

However, because in the course of the past centuries the proper African culture had turned out lost by Afro-Americans themselves, the Afro-American ethno-cultural in-group is to a great degree a diffuse one. Therefore the most assured and maximal indices of a group identity awareness, and those of an interpersonal commitment into





an in-group have been obtained by us from members of an ethno-cultural in-group with the most impermeable boundaries, which are Latin Americans.

An intermediate position between these two groups – an Afro-American one, and a Latin American one – is occupied by an in-group, an intercultural distance of which from the dominant culture is not that far, as that of Afro-Americans, and which in-group boundaries impermeability are not that sealed, as those of Latin Americans – we speak of Asian Americans here.

The highest intrapersonal commitment into an in-group may be stated for non-specific ethno-cultural in-groups members of American society, who do not belong to the dominant white culture, e. g. among Latin Americans a share of respondents who have chosen "Agree" and "Strongly agree" alternatives when answering the corresponding items, i. e. who have confirmed their own intrapersonal commitment for an in-group turns out high and stable (from 79,0% up to 100,0%), so as for Afro-Americans (from 84,5% up to 96,6%). An Asian Americans' share of respondents who have stated their own proper intrapersonal commitment into an in-group distributes within the limits of 72,4% up to 89,7% on various aspects of the psychological factor at question, i. e. quite a high and stable one as well.

A share of respondents who represent a non-specific non-dominant ethno-cultural in-group of Americans descending from mixed marriages is unstable and varies within a broad range from 29,2% up to 95,8% respondents, who have stated their intrapersonal commitment into an in-group. A range of answers from respondents from the group at question permits to allege an uncertainty and instability of an intrapersonal commitment into an in-group characteristic of the American respondents descending from mixed marriages.

A share of the dominant culture representatives who have alleged their intrapersonal commitment for the dominant ethno-cultural in-group stands close to a moderately average, and locates within the limits from 53,8% up to 83,3% on various aspects of the discussed psychological factor. We may justly conclude that an in-group identity of the White Americans is stably diffuse. The stably diffuse identity possibly plays a negative role for the cultural self-consciousness of the White Americans, however, for the American society as a whole the stably diffuse personal identity of the dominant majority is positive, hence it unfolds a psychological room for maintaining an ethno-cultural identity of the non-dominant ethno-cultural groups' members, and, firstly, it ensures maintaining a unity and an integrity of the society by means of expanding the ethno-cultural space, and, secondly, it imparts an important feature to this ethno-cultural space, i. e. a tolerance to other cultures. One may debate a degree of an ethno-cultural tolerance in the USA in respect of non-dominant cultures, however, there is a must to admit the fact that the white European culture, while being a dominant one, simultaneously provides a recognized measure of a tolerance in respect of other ethno-racial cultures.

The shares of respondents who have affirmed their interpersonal commitment for an in-group a little bit decrease. Among the Latin Americans an interpersonal com-



mitment embraces on any aspect of this psychological factor more than a half of the respondents and equals to the limits from 52,7% up to 94,7%, i. e. an interpersonal commitment of the Latin Americans is rather categorical.

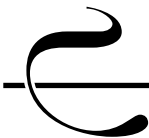
Among the Asian Americans a share of respondents who have affirmed their interpersonal commitment for an in-group for various aspects of the psychological factor being discussed here equals to the limits from 55,2% up to 89,7%, i. e. it is also high and quite stable. However, the interpersonal commitment, and, consequently, the in-group identity of the Asian Americans is less categorical, and does not exceed 90,0% as distinct from Latin Americans. Perhaps, this difference finds its explanation in a larger diffusion of in-group boundaries in comparison with the Latin American respondents.

Among the Afro-Americans a corresponding share of respondents is somewhat lower, than shares in the two former groups, and equals to a range from 48,3% up to 86,2%, i. e. it insignificantly ascends lower the fifth percentile. The reason for this drop of the interpersonal commitment for the in-group as compared to the intrapersonal commitment for the in-group of the Afro-Americans proper hides in a relative diffusion and transparency of the Afro-American ethno-cultural in-group boundaries.

The Afro-American culture in contemporary America is to a certain extent a conditional and artificial notion, existing rather for the sake of self-confronting the White culture, but not an authentically African one. The furthest distance from the dominant White culture among all the ethno-cultural groups in the USA which we have considered ensures sufficiently high indices of the Afro-Americans' commitment for their in-group, however this in-group lacks distinct boundaries.

The next non-dominant in-group which lacks its distinct boundaries is the mixed marriages Americans. Within this artificial ethno-cultural in-group the share of respondents who have alleged their interpersonal commitment for the in-group is not stable and on various aspects of the given psychological factor varies within the limits from 16,7% up to 91,7%. One may justly acknowledge that this in-group is not stable and eventually is not actual, but artificial (non-specific) due to a large ethno-racial heterogeneity of its members.

A huge ethno-cultural heterogeneity is also typical of the White Americans. In our research the dominant ethno-cultural group incorporates not exclusively the White Americans born in diverse states of the USA from Maryland to Alaska, and the Hawaii, but also descendants from such culturally heterogeneous countries as Italy, the Great Britain, Canada, Macedonia, and Russia. The heterogeneity and numerousness of the ethno-cultural elements amalgamated under a common title of the dominant (White) culture of the USA facilitates a diffusion of the group at issue, as well as a decrease of the ethno-cultural belonging awareness. The share of the White Americans who have affirmed their own proper interpersonal commitment for their in-group at various items of the discussed psychological factor is average and below average (from 27,7% up to 64,6%), i. e. the group identity of the White Americans, who have participated in our research is slightly aware and this unawareness looks like a stable feature.



The contemporary American society and the ethno-cultural identity of the Americans are implicitly characterized by a moderate level of the intrapersonal commitment (mean value = 2,4076), and an average level of the interpersonal commitment (mean value = 2,6128).

The average values of the both factors within the American sampling are approximately equal, and the specific intercultural differences in the Americans' in-group identity are explained, firstly, by the differences in transparency/impermeability of in-group boundaries (the transparency is more evident within the dominant culture, and within the Afro-American in-group); secondly, by the intercultural distance dimension, which activates the intercultural intergroup comparison process, the course of which is explained by the H. Tajfel's law [9].

Otherwise stated, the contemporary American society is to a significant extent atomized and individualized as far as the ethno-cultural aspect is concerned. However, a separate existence of the ethno-cultural diversification and divergence system, on the one hand, and of the social-economical differentiation, on the other hand, ensures maintaining a firm stability of the American social world.

The lack of a distinct and conscious in-group commitment of the dominant culture representatives creates certain prerequisites for the ethno-cultural situation in the USA to develop along the way of integration [4; 201 – 234]. Assimilation as the acculturation strategy existing in the USA disposes of opportunities to preserve for an indefinitely long term, since the high intrapersonal, and interpersonal commitment peculiar of the non-specific ethno-cultural groups comes to a contradiction with the diffuse essence of the intrapersonal, and interpersonal commitment of the dominant culture members, and with the open and tolerant essence of the American social world.

In general, in the same way as the American respondents in-group identity, with the Russian sampling the highest positions are occupied with such "we"-aspects, which predetermine committing certain actions, concerned with the conscious self-identification with an ethno-cultural group, and the lowest positions are occupied with the "we"-aspects, which express a personality's experience of self-identification with an ethno-cultural group. However, as a whole, the mean values of all variables within our Russian sampling stand higher than the corresponding values within the American sampling. If for the American respondents an evaluation of actions concerning their self-identification with an ethno-cultural in-group is characterized as average with alternatives "Agree" or "No opinion", while their evaluation of their own proper experiences relating to their self-identification with a certain ethno-cultural group is characterized by "Strongly agree" and "Agree" alternatives, though as far as the Russian respondents are concerned, their evaluation of their own proper actions, which relate to their identification with a certain ethno-cultural group is characterized as average by "No opinion" and "Disagree" alternatives, while their evaluation of their own proper experiences relating to their self-identification with a certain ethno-cultural group is characterized as average by "Agree" and "No opinion" alternatives. This permits us to



conclude that among the Russian respondents the in-group identity is more diffuse, while the self-identification with a certain ethno-cultural in-group reveals implicitly weaker in comparison with the American respondents.

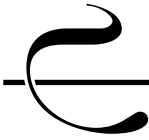
The cross-cultural difference between the American and the Russian samplings consists in that within the Russian sampling's in-group identity structure the "in-group interpersonal commitment" factor is in no way related to a variable "I am happy that I am a member of the group I belong to". Indeed, the Russian respondents refer to one's belonging to an ethno-cultural in-group in such a natural way that this kind of a belonging causes no emotional-affective experience, neither an experience of happiness, nor an experience of grief. This phenomenon, which is peculiar for an indigenous collectivist Russian culture, indirectly testifies a high tolerance of the Russian sampling to one's ethno-cultural belonging, as well as that within the Russian sampling of our research the ethno-cultural belonging does not play a determinative part of interpersonal relations. Ethno-cultural groups of Russia are historically slightly detached from each other, as distinct from the USA, where the in-group and the out-group boundaries are well enough visible and distinct, though they may be dim.

Opposite to the American sampling, the in-group intrapersonal commitment within the Russian sampling stronger correlates with cognitive variables, not with emotional ones, unlike the American respondents. The Russian respondents perceive their ethno-cultural group belonging rather as something natural, that goes without saying, and to a less extent accompanied with experiencing emotions. This may be viewed at as a case of a more reflexivity of the Russian respondents "self"-conception.

Within the immigrant individualistic American culture the respondents' both positive emotions as well as their positive self-reference concerning their in-group self-identification, or to put it in a more precise way, concerning their own proper intrapersonal commitment for the in-group emerge on the grounds of their relations to other in-group members, not on the grounds of their reflection of such relations. Within the Russian sampling a reverse phenomenon has been observed, i. e. the respondents' both positive emotions as well as their positive self-reference concerning their in-group self-identification and their own proper intrapersonal commitment for the in-group emerge right exactly on the grounds of their reflection, while their relations with other members of the in-group for the Russian respondents are rather optional, than obligatory.

Within the indigenous collectivist Russian culture the phenomenon at question finds its explanation through a representation of an ethno-cultural in-group belonging as an inevitable reality, which by force of its inevitability does not demand its exploration nor performing any active doings towards it. The Russian respondents accept it exactly as a given fact, not as an imperative stimulus to commit actions, which might reinforce it, as opposite to the American respondents.

Within the indigenous collectivist Russian culture, as opposite to the immigrant individualist American culture, the interpersonal commitment for a certain in-group is characterized first and foremost by reflexive variables, not by variables, which express



actively performed actions. Therefore, it would be legal to speak primarily about a cognitive peculiarity or feature of the ethno-cultural identity, that has been called by the word "commitment" by J. Marcia et al. [6].

Once again the L.S. Vygotsky's idea that the intrapsychical emerges from the interpsychical [2], however among the American sampling the corresponding variables virtually dominate within the "interpersonal commitment for the in-group" factor content, while among the Russian sampling the same variables retreat facing the necessity to reflect own proper in-group commitment.

Performing active doings, by which an interpersonal commitment for an in-group is characterized (e. g., maintaining cultural habits, exploring history, habits, and customs of the ethno-cultural in-group), and the positive self-reference, caused by this commitment, concedes within the Russian sampling to the necessity first of all to reflect such a commitment.

The interpersonal commitment of the Russian sampling for the ethno-cultural in-group is characterized by a weakness of an active participation in organizations and events, in comparison with the American sampling, for which right exactly their active participation in organizations and events the majority of members in which are representatives of the same ethno-cultural in-group appears the principal variable, shaping the "interpersonal commitment for in-group" factor. Henceforth, we should one more time draw attention to the passively speculating essence of the in-group interpersonal commitment of the Russian sampling. A Russian respondent, as a rule, lives all one's life within the circle of one's ethno-cultural group members. S/he gets used to one's own proper interpersonal commitment and ceases to notice it. Consequently, s/he is little inclined to experience joy in this respect, referring to one's own interpersonal commitment for the in-group as natural and inevitable. The activity extent effects little the Russian sampling interpersonal commitment, leaving more freedom for one's own personal self-determination, and for the synergetic autonomy development.

On the grounds of the both samplings of our research data we suggest that the specific ethno-cultural groups' members, independently of the degree of their dominance within the ethno-cultural room of the social world, the cultural and ethnic belonging as such are accepted as a natural phenomenon, which goes without saying and does not require any conscious reflection at this very instance, much likely an archetype does not demand any conscious reflecting commitment.

On the contrary, the non-dominant and/or non-specific ethno-cultural groups' members need exactly such a conscious reflection, a conscious choice or a commitment [7] concerning that, which culture and ethnicity to identify oneself implicitly with. The personal conscious choice and a conscious commitment for the in-group result in diminishing the discussed "we"-aspect diffusion, and in a more positive self-reference in relation to one's own cultural and ethnical belonging, which cause shaping a consciously chosen or an achieved status of ethno-cultural identity. Thus, the foreclosure status of an ethno-cultural identity corresponds to an archetype, while an achieved ethno-cultural identity status corresponds to a commitment. This statement



seems us an ethic (a universal) one, since it is proved both in the American immigrant individualistic culture, and in the Russian indigenous collectivist culture.

The Russian sampling of our research is characterized with quite mediocre indices of the in-group ethno-cultural belonging awareness, evenly distributing over all discussed ethno-cultural groups. Obviously, within an indigenous collectivist culture, such as the Russian one, the intercultural distance proves subjectively short, therefore the mechanism called by H. Tajfel the social comparison process [10], though does not cease, however is not aware implicitly.

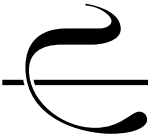
A share of the dominant culture representatives who have alleged their own proper intrapersonal commitment for the dominant ethno-cultural in-group equals close to moderately average, and locates within the limits from 47,2% up to 66,3% at various "we"-aspects of the psychological factor at question. Among the non-dominant specific ethno-cultural in-groups representatives corresponding shares of the respondents are estimated within the limits from 39,1% up to 69,5%. A share of the respondents who represent the non-dominant non-specific ethno-cultural in-group of the Russians originating from mixed marriages, who have affirmed their own proper intrapersonal commitment for their in-group, varies within a range from 37,2% up to 62,8% respondents.

Within the dominant ethno-cultural group a range bottom boundary is a little bit higher as compared to non-dominant groups, independently of their ethno-cultural specificity degree. However, since in all groups of the Russian sampling the intrapersonal commitment factor range is characterized of approximately equal boundaries, therefore we are just to say assuredly that the intrapersonal commitment of the Russian respondents for a certain in-group appears stable and rather indefinite.

The ranges' boundaries change slightly when we come to analyze our data on the interpersonal commitment factor. Among the dominant culture representatives values of various "we"-aspects of the discussed psychological factor disperse within the limits from 28,1% up to 75,2%. The interpersonal commitment factor "we"-aspects values range for the non-dominant specific ethno-cultural groups is characterized by the indices from 30,4% up to 69,5%. The interpersonal commitment of respondents who belong to the non-dominant non-specific ethno-cultural group is characterized by a range of values from 21,0% up to 74,7%.

The largest gap between the upper and lower boundaries of the range is found within the non-dominant non-specific ethno-cultural group, and also within the dominant ethno-cultural group. Obviously, here the interpersonal commitment for the ethno-cultural in-groups is rather diffuse and disperse, unstable by nature. Within the non-dominant specific ethno-cultural group the interpersonal commitment for a certain ethno-cultural in-group is more conscious, and less diffuse.

We may legally allege that the contemporary Russian society, and the ethno-cultural identity of the Russians are implicitly characterized by a rather moderate level of the intrapersonal commitment (a mean value = 2,436), and by an even more moderate level of the interpersonal commitment (a mean value = 2,8154).



These values are approximately equal to the corresponding American indices, cross-cultural differences among them are insignificant. However, an ethno-cultural atomization and individualization, affordable in an individualist immigrant culture, are capable of bringing about tensions in a different type of culture, namely an indigenous collectivist one. In the Russian culture we have not found an active process of the intercultural intergroup comparison because of the implicitly short intercultural distance, as opposed to the American culture. Though, for a more complete ethno-cultural harmonization of the Russian social world, in our opinion, it is necessary that a structural modernization of Russia would take into consideration the millennia Russian ethno-cultural specificity. Otherwise stated, the stable diffuse intrapersonal and interpersonal commitment, peculiar of the Russian ethno-cultural groups ought not to come to a clash with efforts for transforming the originally collectivist Russian culture.

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Belouguina E.V.

## Appearance as cultural and historical phenomenon

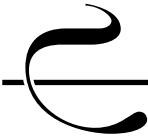
*The article is dedicated to theoretical analysis of the appearance as cultural and historical phenomenon, the author envisages cultural, historical and ethnographical researches, concerning the appearance. There are conclusions that, the appearance is included into certain historically and culturally determined perspective, socio-cultural diversity of the representations about man's appearance, its expressive symbol, and the transformation of the functions of different elements of the appearance in the course of historical development are shown. The deduction, that the appearance is involved into socio-cultural stratification, is the important element of age symbolism, it plays the role of the symbol of historical transformation of age categories, historical differentiation of age periods, it is fixed in the prototype age representations of the appearance. It is underlined, that the appearance is a complicated and historically changeable socio-cultural construct, culture and ethnos build forms of its perception as well as ways of its representations.*

**Key words:** appearance, cultural and historical transformation of the appearance, age symbolism.

In the frame of the psychology of the expressive behavior [15] there is the tendency to consider the appearance as a "systematic" entity, representing not only psychological and socio-psychological, but a complicated socio-cultural phenomenon, having historical origin and nature. In this connection the aim of this article is to consider the appearance as a cultural and historical phenomenon, which makes us to address to cultural, historical and ethnographic researches, touching upon the appearance.

The concept of the appearance in our work we formulated according to representations about nature and functions of the external Self of the personality [15]. The external Self is regarded as a form of the objectification of the inner world of personality, representations of the subject identity outwardly. The appearance is a dynamic, variable, constructible ensemble of the three interrelated subsystems: static (physiognomy, individual and constitutional characteristics of the person), average dynamic (appearance styling: clothes, hair style, cosmetics, decorations, artificial smells (perfumes), accessories) and dynamic parameters of expressiveness (expressive, non-verbal behavior). Appearance functions in the communication context because it is necessary to present oneself to the Other, to build oneself. It consists of cultural and historic, socio-symbolic, situational and antisituational components, having different degree of awareness, intentionality, purposefulness. Appearance as a construct, as





a complicated pattern of behavior is a polysemic, value-oriented entity; its interpretation depends on the whole complex of characteristics of communication context, built into the certain socio-cultural context.

The logic of our analysis is made according to the structure of the appearance – its static, average dynamic and dynamic components.

The analysis of static components of exterior image makes us address to the body category, its studies in socio-cultural and historical contexts are connected to the description of the certain cultural and historical types of corporeity, to researches of dynamics of body patterns as a result of «awareness of some components of the corporeity being» [11, p. 256] in some cultural and historical space. In this connection, they formulate the idea, that individual body perception, as well as the ways of its representation, depend on appropriate to the culture body pattern, including typical interdictions, taboos, norms of pudency, historical evolution of which changes forms of perception and corporeity representation [10]. In S.N. Yaremenko's opinion, «body image is a criterion of different periods. The exterior body image is the important trait of the time physiognomy along with the art, religion, science... The body image and its understanding are on the cultural and historical turns...» [27, p.13].

Ethno cultural particularities of the body images are fixed in the ethnographic researches, reconstructing world pictures existing in different ethnos, in connection with different peoples' traditional beliefs about body build and human organism development. Somatic representations, ethnic symbols of the body, reflected in different beliefs, customs, folk texts are transformed into popular concepts of the human body, ethnic body images [18, 25, 27].

Corporeity representations and images aren't only exposed to historical transformation. In the context of the ideas of social reality building, the scholars emphasize socio-cultural determination of the organismic man's development and flexibility of his biological constitution [2]. The evidences of this point of view exist in each culture, different forms of sexuality and other physiological needs, specific patterns of sexual and alimentary behavior, empiric relativity and diversity of which point out, that they must be «a product of created by the mankind» socio-cultural forms, than biological human nature» [2, p. 84].

Cultural and historical context of researches of average dynamic components of the appearance – elements of its decoration – fixes dynamic of the man's attitude to clothes, hair style, decorations, artificial smells, their changes under influence of different cultural and historical factors.

In the history of the mankind clothes destined first of all to protect human body from unfavorable climate conditions, soon acquire socio-symbolic status, and turn into «vessel of social contexts» [27, p. 32]. In many primitive and ancient societies, as Herbert Spenser intimated [cited by 7], relying upon large ethnographic material, clothes deprivation, their absence becomes a distinctive cue of the prisoner, which will be turned into a slave later; in the contrary, presence of clothes, and their big quantity, □ an attribute of the conquerors, nobility. Researchers of clothes history [3, 6,



8, 21, 23] established a lot of clothes functions: function of the adaptation to climate conditions, function of protection; function of decorations; morality demonstrations; the function of the age, sex, national, social identification; esthetic function; function of self-expression.

As I.S. Siromyatnikova, the historian of the hair style, noted [23], that the hairdo appeared in primitive society before than clothes, and changed together with human society evolution. In a large study, dedicated to the main kinds and forms of hair style, headdresses, decorations and cosmetics of different peoples from ancient times up to XX century, I.S. Siromyatnikova [23] traces back their evolution in relation to climate conditions, historical events, religious convictions, esthetic regards.

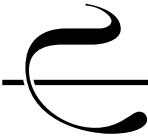
Carried out by V.A. Labounskaya and O.V. Guerasimova [14] cultural and historical analysis of the changes of the attitudes towards perfumes, allowed them to conclude that the functions of the artificial smells in man's life have being changing over the period of the mankind history under the influence of religious prejudices, attitudes and society stereotypes, its social and hierarch structure, the level of economic development.

In the studies of clothes history [3, 6, 8, 21, 23], together with the emphasis to cultural and historical variability of his functions, decoration of the appearance are studied as the elements of some historical period, as a reflection of moral and esthetic beliefs at each historical stage. Besides, they analyze appearance decoration as the object of social and gender stratification [7, 8, 10, 27].

Some authors analyze particularities of historical clothes transformation, which follow shifts in representations about femininity and masculinity [5, 8, 10]. For example, historical changes in the female fashion in the context of sexual and erotic symbols of clothes explains G. S. Flugel [cited by 8] in accordance with the theory of « changes of erogenous zone», it stipulates that in every historical period the mode «exploited» different parts of female body as the erogenous zone, calling them into play by the denudation or using lean fit. I. Kon [10] also describes historical changes of male clothes from the point of view of erotic symbols, evolution of patterns of male beauty.

In the ethnographic and ethno psychological works they discovered national specific features of the appearance, their link with national and psychological characteristics. Address to clothes studies of different peoples reveals national and cultural particularities of popular clothes, as well as a certain tradition in clothes, the ways to wear clothes in different situations, color preferences [3, 6, 12].

The appearance occupies a particular place in the researches of age symbolism, age customs and rituals. They highlight, that the human body is the object of the manipulations to symbolize age transition, for instance, in the rituals of the initiation [9, 27]. Transformation of the appearance decoration became an important sign of changes of age status of the man. Symbolic transition of the man into new age group was accompanied by changing clothes, hair style changes (having the hair cut, making plaits, head covering), making marks on the body (tattoos) [3, 4, 6, 12].



In each culture there is a system of age symbolism, the important part of which is age patterns of the appearance. The life stages are conceived from the point of view of the growth, development and the organism ageing – the human body image of the definite age is considered to be the index of life force, health-illness [18]. In the ethnographic studies they also describe traditional age «norms» of the appearance decoration [4, 6]. So, for example, in the popular culture of the Slavs parents have never cut the hair or nails of baby until he reached the age of one year, children clothes have no sex differences (boys and girls were wearing ample shirts). When they were introduced into social and labor life of community (6-8 years old) they had to put on trousers and skirts. During adolescent period youths and young girls «prepared» for themselves «adult» clothing assembly, which they could only wear after being married, it symbolized adulthood. In the traditional Slavic culture there were rules how to look like for the middle-aged people and the old ones. Middle-aged people were not wearing any decorations. The old people, as a rule, were wearing dark or white clothes, they had no right to put on new clothes or to wear clothes of inappropriate to their age cut. In whole, clothes of the old person were similar to children clothes according to some characteristics, they haven't got any sex differences, even during holidays it was forbidden for them to put on new clothes, there weren't any decorations, trousers were not obligatory (for men).

The existence of age patterns of the appearance decoration in modern culture is strengthened by studies, dedicated to the clothes history [5, 8, 13, 22, 27], fashion phenomenon [1, 7, 8, 17, 24], image psychology [20, 26]. Age characteristics of the appearance decoration are fixed in the following parameters: the degree of sex attributes, length of clothes, particularities of the cut, the degree of the openness of different parts of the body, colour range of the clothes, the quantity of the cosmetics, decorations.

Age aspect of appearance decoration is also fixed by the studies of historical differentiation of age periods, by the emergence in cultural and historical perspective of «new ages». So, for example, Ph. Ariès [cited by 19], runs back the historical dynamics of notion "childhood", he underlined, that the important symbol of changes towards childhood served clothes. In the middle Ages, as soon as the child left napkins, he or she was immediately dressed into clothes, complete copies of the adults' ones relevant to his (her) social status in the society. Only in 16-17 centuries special clothes, which signaled difference between children and adults, were designed for children. From the viewpoint of Ph. Ariès, the appearance of children costume became the externalization of the deep inner changes in the attitude towards children in the society. The same tendency was reported by A.B. Hoffman [7] towards young people's clothes, appeared in the XX th century because young people turned into a specific category with their own values, particular self-consciousness and own subculture.

Socio-cultural variability of the dynamic components of the appearance is emphasized in many national and foreign ethnographic, ethno-psychological, cross-cultural studies [3, 6, 12, 16, 18]. For example, expressive movements are analyzed from the



point of view of their particularities in different types of the culture □ individual and collectivist ones. I. Altman and M. Govein [ cited by 16] proposed «dialectic theory of nonverbal environment», including 4 dimensions of processes of nonverbal communication: individuality-community and openness -closedness, it permitted to distinguish 4 main cultural styles of nonverbal communication: individual-open, individual-closed (these two styles are typical for individual cultures, where nonverbal behavior supports Self-identity and communal-open and communal-closed styles (typical for collectivist cultures, where non-verbal behavior supports and preserves group norms, public «face» or We-identity). In national and foreign works there are comparative researches of different elements of expressive behavior (gestures, face expressiveness, posture, tactile interaction, proxemics), typical for representatives of different cultures [12, 15, 16], they analyze ethnic particularities of non-verbal behavior and non-verbal interactions as the elements of norm behavior, traditions, rituals, socio-affected norms of behavior [15, 16]. The results of studies in the field of this trend in V.A. Labounskaya's opinion, testify that, «it is necessary to reject naïve ideas about universal usage of nonverbal components to express emotions, feelings, attitudes and to treat nonverbal patterns as dynamic forms, which are affected by socio-cultural variables» [15, p. 39]. Cultural and non-verbal analysis of the non-verbal behavior let V.A. Labounskaya say that people of the same time, of the same circle, of the same level of culture have forms of behavior (algorithms of «patterns»), where are mixed individual, personal forms of behavior with group, socio-cultural ones [15].

Thus, the analysis of the researches dedicated to the appearance in culturology, history and ethnography, shows its involvement into the certain historically and culturally determined perspective, it testifies about socio-cultural variability of representations of the appearance, its exterior expression, transformation of functions of the different elements of the appearance in the course of the historical development. The appearance is involved into age socio-cultural stratification, it is the important element of the system of the age symbolism, it plays the role of the symbol of historical transformation of age categories, historical differentiation of age periods, it is fixed in the prototype age representations of the appearance.

If we consider the appearance as cultural and historical phenomenon, it suggests that, the appearance is a complicated and historically changeable socio-cultural construct, culture and ethnos build forms of its perception as well as the ways of its representation.

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## The young scholars

**Bobrova L.J.**

### Acmeological characteristics of women-heads' professional self-attitude

In professional women-heads' work the knowledge of a person about self and development of subjective control makes the great value (W. James, G. Midd, E. Erikson, K. Rogers, S. R. Panteleev, V.V. Stolin, R. Bern, E. Bern, G. Rotter, T.N. Sherbakova, A.A. Rean, P.K. Vlasov, G.S. Nikiforova).

The system of personal self-attitudes mediates subjective interpretation of own experience and external effect, perception of self and world around, determines prospects of own development and prospects of relations with the world [3].

An adequate self-estimation allows a woman-head to place correctly priorities in professional field and interpersonal space.

For the purpose of revealing the key parameters of the women-heads' professional self-attitude, the technique of self-attitude of S.R. Panteleev has been used [2].

For revealing the most significant distinctions we have divided respondents into groups according to age and experience of work on a leading post. The age is the major biological attribute influencing on efficiency of woman-head's activity; therefore we received 4 age subgroups:

1 subgroup: 20-30 years; youth is the time of family attitudes and professional competence;

2 subgroup: 31-40 years; early maturity is the time of working activity and professional self-determination;

3 subgroup: 41-50 years; this is generation of a head, since the confidence in own forces allows them to accept critical decisions with such ease which was inaccessible earlier;

4 subgroup: elder than 51 years; mental factors of development are self-actualization of "I-concept", orientation on creative activity, need for working in business (job) liked [1].

Analyzing the experience of tenure of leading post we have received 3 subgroups:

1 subgroup: 1-5 years

2 subgroup: 5-10 years

3 subgroup: over 10 years of administrative activity.

Thus, among women-heads of 1 and 3 groups a low level of self-attitude prevails, and in 2 and 4 groups an average level of self-attitude prevails; it is possible to assume, that



parameters of an emotional component will increase with increase in number of women-heads having a low level of self-attitude, and decrease with increase of number of women-heads with an average level of self-attitude. Our assumption finds the confirmation in count of significant distinctions between average and low level of self-attitude in the third group on scales: "global self-attitude" 5 ( $p < 0,05$ ), autosympathy II ( $p < 0,1$ ), self-acceptance 3 ( $p < 0,05$ ), self-interest 6 ( $p < 0,1$ ) and self-understanding 7 ( $p < 0,01$ ), where parameters of emotional component of self-attitude are higher in group with a low level of self-attitude and, on the contrary, lower in group with a high level of the last.

It means, that among women-heads of the first group (with a low level of self-attitude) an exponent of feeling "for" concerning self is higher, than in the second group (with a high level of self-attitude), higher degree of self-sequence, self-understanding, approval of self in a whole and particulars, trust to self and positive estimation of self is peculiar to them.

It is necessary to note, that changes of parameters of emotional component both in the age group, and in groups of experience of leading activity of development of professional self-attitude should be considered as relative, their average significances are in borders of average and high parameters of GSA scales, that indicates the importance of this component in general for the process of professional self-attitude, and their distinctions reflect psychological features of a considered component depending on age. However, it is necessary to ascertain, that the greatest quantity of significant distinctions is presented at the third age group.

There is a natural question, why the group with experience of working for more than 10 years is characterized with low parameters of scales in the technique GSA including "self-attitude"? Here we should consider the idea of self-attitude as a sense of I and disputed sense as the unit of a structure of personal consciousness. Thus, after statement of V.V. Stolina, the semantic conflict generates necessity of reflective consciousness, solution of a problem of sense, and the result of its effective solution is reorganization of a system of personal senses [3]. In other words this scale reflects understanding as a result of the same process and is characterized by relative stability or harmony with self, whereas the process of self-attitude assumes presence and occurrence of new internal conflicts.

Results of the correlation analysis have shown, that self-understanding correlates with a scale of self-interest in 1 and 4 age groups ( $r=0,35$ ,  $p < 0,01$  and  $r=0,41$ ,  $p < 0,1$  accordingly) and with a scale of self-acceptance in the second group ( $r=0,41$ ,  $p < 0,05$ ). It means that development of professional self-attitude is an interest of women-heads to own ideas and feelings, confidence in attractiveness of self for others and unconditional self-acceptance, even with some defects.

Research of features of emotional sphere as a component of self-attitude can not disregard a question connected with self-estimation of a woman-head, under which we shall consider a result of integrative work in sphere of self-knowledge, on the one hand, and in sphere of emotional self-attitude, on the other. The received results we confirm with the questionnaire and present them in table 1.



Table 1

**Opinion of respondents on success of their activity**

Group of respondents	Number of respondents' answers (%)		
	Successful activity (the answer "yes")	Unsuccessful activity (the answer "no")	Not definitely (the answer "I do not know")
1 group	85	2	13
2 group	73	0	27
3 group	52	36	12

Results of empirical research have shown the following. In each of groups of experience of professional work there is a plenty of women considering the activity successful (table).

Thus, we carried out an empirical research of development of women-heads' professional self-attitude. During revealing significant distinctions between groups on scales of a technique presented above we revealed akmeological characteristics of professional self-attitude in different age groups and groups of work experience.

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**Kislyak J.F.**

## Features of the structure of educational motivation in conditions of high school education

Modern conditions of life form new demands in the market of educational services. In higher educational establishments a transition to new models of education which essentially change curriculums takes place, new specialities and courses, forms of organization of studies are entered, new pedagogical technologies, educational standards are inculcated.

The problem of motivation of various kinds of activity (including educational) is one of the most developed in contemporary pedagogical psychology and remains thus one of the most difficult and actual, what is connected with many-sided and versatile nature of such phenomenon as motive. Motivation of any activity has complex, multilevel system and the educational motivation is not the exception.

The majority of researchers of a problem of educational motivation (V.D. Shadrikov, D.B. Elkonin, V.V. Davidov, O.S. Grebenyuk, A.K. Markova) converge in opinion, that the educational motivation is the general name for processes, methods, means of prompting an educated to productive cognitive activity, active mastering of content of education. The educational motivation allows a developing person to define not only a direction, but also ways of realization of various forms of educational activity, to involve the emotional-willed sphere. It is significant multifactor determination causing the specificity of educational situation in each time interval [1].

The analysis of native psychological researches on a problem of motivation of educational activity has shown presence of whole spectrum of concepts of structure of motivation of educational activity. As most widespread it is possible to name:

- concept of social and cognitive types of motives of education (L.I.Bozhovich, N.G.Morozova, H.p. Slavin): wide social motives of learning and cognitive motives, i.e. directly connected with content of educational activity. Both types of motives, social and cognitive, are necessary for prompting an activity of learning [2].
- concept of external and internal motivation (P.Y. Galperin, P.M. Yakobson, V.F. Morgun, V.I. Chirkov, etc.). External motivation is not connected with the educational activity itself; in this case the activity of a trainee is directed on relations with other people, definition of position in collective and so on, that is sense and value gains not the activity itself, but only that what is connected with it. Internal motivation is generated by educational activity itself, provides activity of a pupil in learning new, in mastering the ways of acquiring knowledge [2].

The comparative analysis of features of the structure of educational motivation of schoolboys and the structure of educational motivation of students of high schools has revealed a number of specific features. Thus, in number of researches it has been shown, that change of motives of educational activity of students is influenced by



professional type of high school, gender and age, intellectual and personal peculiarities of students, level and degree of students' inclusion in educational activity.

In particular, specific features of the structure of educational motivation of students were revealed by comparison of motives of learning of students of the state and non-state high schools (M.G. Rogov, M.M. Sokolov, O.V. Gavrilova, L.R. Yarullina). They have found out that among students of non-state high schools social motives of learning (choice of prestigious speciality, reception of "recognized" diploma, etc.) prevail [3].

Researches of O.A. Chadenkova [4] have shown that, on the average, among students of technical high schools level of motivation of educational activity is higher than among students of humanitarian high schools.

The special place in a number of researches of motives of educational activity of students is occupied with researches of educational motivation of cadets and students of high schools of barracks state. Specific feature of these high schools is that the educational process is not a unique kind of activity of cadets. It is closely connected with realization of official duties (orders, watches) by cadets, and from the first year of education cadets and students are drawn into a process of comprehension of elements of chosen profession, being as much as possible brought nearer to real conditions of life after termination of high school. Despite of this circumstance, researches of B.V. Ilkevich, V.A. Polomarenko, V.V. Boldyrev, I.Y. Anashkin [5] showed, that among many cadets of military institute an interest to chosen profession and learning was temporary and unstable and during the education the general and military-professional motivation dies away among 56 % of cadets of 1-4 degrees.

It is necessary to note, that the structure of motivation of educational activity among cadets of military educational establishments is not a static formation, but it changes during the term of education. I.I. Brinko [6] has revealed that dynamics of the structure of motivation of education of cadets differs from the data received in conditions of civil high schools: firstly, in polarization of internal motivational orientation (in result and in process), and, secondly, in stable increase of intensity of motivational orientation on troubles' avoiding.

In opinion of Mamaeva N. A. "... The model of formation of educational motivation of students of high schools possesses the following attributes: activity (ability of model to transform the object with regard for external and internal conditions); purposefulness; systemness (system consisting of components: purpose, contents, didactic processes, means of organization of activity; contingent of participants and organizers of activity); structureness (consists of components interconnected among themselves); dynamism (enables to trace an occurring of changes at various stages of process); flexibility (supposes changes in organization in case of change of conditions of an occurring process); sequence (transition from one stage to another, each of which, in turn, contains a number of consecutive actions on formation of educational motivation of students of high schools); controllability (model is operated from organizers of process of formation of educational motivation of students of high schools)" [7].



In result of theoretical analysis of the problem of motivation of educational activity in high school it is possible make the following conclusions:

1. Motivation of educational activity at high school is a complex psychological phenomenon, management of which in educational process demands regard of its structural organization, dynamism.
2. Educational motivation is characterized by complex structure, one form of which is the structure of internal (in process and result) and external (award, avoiding) motivations.
3. Factors influencing the structure of educational motivation are versatile and multileveled (gender, age of trained, their personal and cognitive features, form and structure of education, etc.)

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**Simachenko N.O.**

## Role of modern high school on actualization of pupils' tolerant strategies in polycultural space

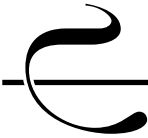
The idea of development of pupils' tolerant consciousness was and remains one of the most actual problems of the present. The development and realization of a system of the state measures of tolerance formation and preventive inspection of extremism in Russian society is a complex problem demanding coordinated interaction of bodies of the government, support of public associations. Alongside with family, establishments of secondary education are that institute in which formation of tolerant consciousness of rising generation is possible and necessary.

In connection with diversification of educational system of Russia there appeared a variety of forms of secondary education receiving. Intellectual stratification of children on elite classes, schools, classes of compensating education, generates discomfort among some pupils and necessity of condition formation for self-affirmation, self-expression, self-development and mastering the experience of tolerance for all children.

Educational process, thus, becomes the field of interactions of tolerance and personal sense. A.G. Asmolov defines tolerance as "the norm of stability determining a range of distinctions' preservation of populations and communities in changing reality" [3]. In this expanded meaning tolerance acts as "unique evolutionary mechanism of coexistence of large and small social groups possessing various opportunities of development". In this case tolerance itself appears not only in individual and psychological system "person – person", but also in more complex systems "person – authority", "person – society", etc.

As the precondition of rapprochement and merging of idea of tolerance and idea of personal sense there serves the real connection of tolerant and personal-semantic relations shown in concrete vital situations and requiring a scientific explanation. Examination of tolerance from personal sense point of view, as well as perusal of personal sense by means of tolerance language is a way leading to mutual enrichment of examined categories.

Considering a high school as an establishment of education with deep historical roots, but, nevertheless, an establishment of education aiming modern problems, meeting the requirements of multidirected development of pupils, we have come to a conclusion, that by the moment of termination of a high school personality comes on a level of semantic self-control which basis is made by a complex image of the world, the person; it has an own independent opinion, an aspiration for independent important decisions making and for bearing the responsibility for their realization. According to fair statement of I.V. Abakumova and P.N. Ermakov, a pupil can be considered as semantic model of the world; senior pupil should approve, protect and realize himself in acts, his spirituality, morals, values of true, justice and good in interpersonal communication [2]. Hence, it is possible to make a conclusion that at the senior school age personality has



its dynamically developing personal-semantic sphere which influences development of special semantic strategy during apprehension of vital phenomena and processes.

If vital senses are determined by logic of life and reveal its circumstances, form a rigid enough structure tied to a vital necessity, with softly expressed psychological contents, on the opposite part there are deeply psychological, steady, "nuclear" (A.G. Asmolov, B.S. Bratus) senses of personality, as the supreme senses-values. This semantic pivotal structure of personality, forming its base "I", realizes a semantic regulation of personal vital activity of [on 4].

Concretizing mechanisms of formation of life-meaning strategies, meaning, on the one hand, vital senses as an attribute of vital world of a person, and on another – steady, pivotal system of senses of his subjective world, we should note the basic importance of interaction of specified semantic spheres of personality in a sense formation process. Locking of a semantic component of personal subject experience, a semantic matrix of his consciousness on vital values of personal vital world transfers them in a rank of personal senses, influencing in an opposite way on the steady semantic structure which generated them. In interaction of two semantic strategies in the same semantic space of personality, a sense formation process turns into a semantic self-actualization and mutual enrichment of semantic strategies themselves [4].

Interaction with the world is inevitably connected with events, changes of external world which influence the scholar. These external influences determine the environment of formation of tolerance in a wide, social context. At the same time, tolerant interaction with the world is inevitably connected with an attitude to this world. Thus, the factor of confidence in the state (society) can be considered as a separate component of life-meaning strategy of tolerance which is a link between external factors of tolerance strategy formation and internal factors, sense of subjective world through which in the same semantic space a personal sense formation process acquires a character of semantic self-actualization and mutual enrichment of semantic strategies themselves.

Pupils' sense formation appears the synthesizing beginning of a developing person as senses are "cells" of consciousness, and they make its substance [1]. From this point of view modern high school can play an essential role in formation of steady semantic educations, actualizing tolerant strategies in polycultural space.

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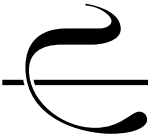


**Golubova V.M.**

## Sense formation in a context of the metasystem approach

The system of values of society determines specificity of education system. One vital context is superimposed on the other, higher level (society) becomes an outline and a basis for less high level (education) and determines not only specificity of its contents and functioning, but also specificity of internal way of existence, introjections of its values in everything that gets into this context and becomes a part of it. It deduces understanding of education as multivariate reality on a new level of comprehension. In psychology and pedagogic there are many directions (absorbing achievements of previous Russian philosophy and new formations of our time) focused on "methodological principles of organic outlook" (Losky N.O., Ostapenko A.A.), unity of everything (Solovyev V.S., Trubetskoy S.N., Florensky P.A.), integrity and completeness of life reality (RozaNov V.V., Frankl S.L.).

Special interest for the description of modern methodology of pedagogical science, and in particular theories of education, represent the theories examining this problem in a context of the metasystem approach (etymologically the concept "metasystem" specifies that some essence both belongs to a system, and lays outside of it). First of all these are researches of A.V. Karpov (2003, 2004, 2005). He suggests the metasystem approach as methodology of studying of functional laws of mentality and knowledge, proceeding from the fact that system ideas in the general theory of systems is not enough for understanding of its specificity: "Unlike the overwhelming majority of all other types, kinds and classes of systems, psychics as a system belongs to absolutely special, their qualitatively specific category which we have designated as system with a "built in" metasystem level". Thus, it is impossible to consider metasystemness as a simple inclusiveness of a system into system of higher order (that is into metasystem). Development of metasystem methodology allows revealing "paradox of a highest level of system" as the specific two-unity inherent in organizational connections (meaning ways of interaction), determining specificity of the given system. In system hierarchy always there is a highest level which generates in itself the major distinctive properties of system, the major, solving, dominating part of it, thus nevertheless not exhausting the contents of system: "It carries out coordinating, organizing and operating functions on relations with other parts of system". But any system (in particular complex) can be effectively organized only in the case when its "coordinating and operating" center as its object has "not any part of system, but all of it, all its contents including, certainly, all levels, including the supreme. That develops internally discrepant situation at which the highest level of system should enter into its structure, but simultaneously, should be "beyond" and "outside" of this structure, more exactly, "above" it. There is a necessity of consideration of system as a generator of external and internal in condition of isomorphism (conformities like "hand and



glove") and genetic unity of system forming factors of personality as which it is possible to consider sense in all variety of its manifestations as the sense, on the one hand, is unique generation of subjectivity of each individual, system forming factor of its personal, subjective reality (sense doesn't exist outside of personal and human, it is intentional by the nature), and on the other it is drawn, "discrystallized" from the surrounding real world, where senses of all those people who created objects of culture, art, technique, etc. are incarnated (after A.N. Leontyev, the sense is always sense of something). The received "the double life" as a set of all contours of mental is characterized and qualitatively differs inherently from all other systems. The reality is "transposed" in personal, as metasystem with which psychics external to it and included into it cooperates, appears definitely presented in its structure and contents of the psychics itself: "the essence of mental is those, that in its own contents it is presented, the metasystem which is in relation to it initially "external" and in which it is objectively included receives existence (Leontyev D.A., 1999).

As the uniting basis of external and internal the sense can be examined from the point of view of its understanding in a context of the conceptual integrated model of sense formation (Abakumova I.V., 2003), including the most generalized, typical for all directions of research of sense components and laws. Such integrated model allows to reveal semantic dynamics and features of sense formation in various realities, in conformity with specificity of a field of semantic self-actualization. Special interest in this direction represents revealing of sense formation mechanisms in educational process as priority direction of modern didactics, especially that direction which it is possible to name semantic didactics (Abakumova I.V., Ermakov P.N., Makarova E.A., Rudakova I.A. Fomenko B.T., 2004, 2005, 2007). The metasystem approach, with an output on a sense formation problem, reflects a role of sense as link between the subject and the world, emphasizes its importance in a situation of a choice, determines connection of meaning and sense, sense and activity, sense and personality. Such model arising from theoretical premises is conceptual in its contents, and also, absorbing various gnosiological approaches, integrative. At the same time it is necessary to note, that, first, only separate conceptual positions which are present at one direction and absent in others can be captured by the model. Secondly, important, from the point of view of various directions, material can appear not so "important" from the point of view of model, i.e. construct, absorbing contents of other directions, and not to become its part. Thirdly, drawing contours of model, filling with its contents, it is necessary to get outside the limits of the analysis of the bases of sense and sense formation realized before, to address to a new theoretical and empirical material.

Native postclassical psychological theory, having passed from monosystem to metasystem way of vision of a subject of cognitive activity, has introduced a number of new principles and approaches in pedagogical science (historical and evolutionary, historical and system, historical and categorical, paradigmatic, contextual, etc.) which have changed the general tendency and orientation of pedagogical search both in sphere of theoretical comprehension of the didactics' conceptual apparatus and mechanisms



of education, and in real pedagogical practice. "Crisis of the world educational system arises because the new social order, caused by an exit of world community in a postindustrial phase of development, cannot be executed without transition to a new paradigm in understanding of a person. All of us we try to educate a person, not knowing laws of human formation. Developing all new "pedagogical technologies", we aspire to bypass with their help own ignorance of these laws" (Klochko V.E., 1996). This aspiration for knowing true mechanisms of educational activity, mechanisms of process of comprehension of new at school and in real life explains that interest which was recently shown to a problem of personal, deep, semantic aspects of education and training in psychological and pedagogical science.



**Tchistiakova V.V.**

## Particularities of the electric brain activity of twins in the conditions of actualizing achievement motivation

At present in the frame of the theory of the functional system, motivational excitation is defined as the component of the afferent synthesis, which turns to be the one of the most useful adaptive mechanism [1; 7].

Moreover: «Even symmetric sensitive and motored systems can be presented asymmetrically in the case of the selective effect» [4, c. 345].

The goal of this study consisted in revealing correlation of the factors, such as: genotype and environment in inter individual variation of the interhemispheric asymmetry of the amplitude and rhythmic elements of EEG of twins in the conditions of actualizing achievement motivation. We have assessed and compared in symmetrical leads the impact of the genetic and environmental components upon inter individual variation of the interhemispheric asymmetry of the amplitude and rhythmic elements of EEG, registered in different functional conditions, such as: basic test of EEG, while actualizing achievement motivation and motivation to avoid failure.

53 people parents of the twins took part in our research. The object of our study was 16 pairs of homosexual dizygotic twins, 27 pairs of enzygotic twins from 14 up to 27 years old.

We have carefully studied the amplitude and rhythmic elements of EEG of twins, and the impact the impact of the genetic and environmental components upon the phenotypic variation of the interhemispheric functional asymmetry in the conditions of actualizing achievement motivation.

As the methods of our research we have used: questionnaire survey, interview, modified twins method [2], EEG (Fp1, Fp2, F3, F4, F7, F8, C3, C4, T3, T4, T5, T6, P3, P4, O1, O2 according to monopolar scheme with ipsilateral ear sensors), the method of mathematical statistics (program STATISTICA 6).

Analysis of the research results showed, that genetic component of the phenotypic dispersion of the interhemispheric asymmetry beta-2- band EEG in the conditions of actualizing achievement motivation in comparison with basic test of EEG significantly decreases in parietal part (in basic test of EEG  $h^2=0,39$ ; in the conditions of actualizing achievement motivation  $h^2=0,01$ ; reliability of differences at the level of  $p<0,01$ ); while actualizing achievement motivation in comparison with basic test of EEG genetic component of phenotypic dispersion of the interhemispheric asymmetry theta-band of EEG significantly increases in lateral-frontal part (in the basic test of EEG  $h^2=0,00$ ; while actualizing achievement motivation  $h^2=0,36$ ; reliability of differences at the level of  $p<0,05$ ); while actualizing failure avoidance motivation in comparison with basic test of EEG genetic component of phenotypic dispersion of the interhemispheric asymmetry beta2-band EEG significantly decreases in central



hemisphere ( in basic test of EEG  $h^2=0,62$ ; EEG in the conditions of actualizing failure avoidance motivation  $h^2=0,21$ ; reliability of differences at the level of  $p<0,001$ ).

We validated the hypothesis that the biggest influence upon interindividual changes of the results of the interhemispheric asymmetry of the amplitude and rhythmic elements of EEG of twins in the conditions of actualizing achievement motivation is caused by environmental factors, moreover the impact of individual and environmental component into phenotypic dispersion is higher, than the impact of the consolidated familial component.

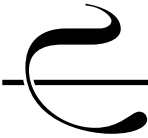
The term of the individual or interfamilial environment suggests unique, specific, different, undivided, circumstantial diversity of the prenatal conditions, socio-psychological particularities of the environment, particular for each individual [3; 5; 6].

The results of the research confirmed the hypothesis that the sample changes of the achievement motivation and failure avoidance under the conditions of psycho physiological experiment can be explained by changes of the structure of the phenotypic dispersion of the of the amplitude and rhythmic elements of EEG :

- in the conditions of actualizing achievement motivation it can cause the genetic influence upon the interhemispheric asymmetry of the parameters of theta-rhythm for frontal leads; alpha- rhythm –for frontal, parietal and occipital leads; beta-1-rhythm – occipital leads, besides for high-frequency components of EEG (beta2- rhythm) we can also observe the reduction of the genetic influence upon the interhemispheric asymmetry for central, temporal and parietal leads;
- in the conditions of actualizing failure avoidance motivation it leads to reduction of the genetic influence of the interhemispheric asymmetry parameters alpha- rhythm for frontal, temporal and occipital leads; beta1- rhythm – occipital and frontal leads; beta2- rhythm– central and parietal leads.

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**Gotseva Y.A.**

## **Influence of the sex of teenagers on the content of images manifested by them**

During the last decade an interest to a problem of self-presentation of personality in communication has considerably increased in native psychology. It was promoted by many social processes in our society which forced people to think of what they look in opinion of encirclement and how is it possible to influence on formation of representations about themselves among partners of communication. We consider self-presentation as the intentional and realized behaviour directed on creation of certain image (more often positive) in encirclement. One of the most difficult problems in studying specific features of self-presentation consists in the answer on a question: how a child, and then a teenager trains in presenting himself in communication with surrounding people, what image of self he forms in opinion of surrounding people.

In this process great role is played by social expectations concerning behaviour of representatives of the different sex, which exist in each culture. Each person tries to express himself in accordance to these expectations in order to meet with surrounding people's approval. Last years in native psychology there appeared works devoted to analysis of distinctions in self-descriptions of men and women [1; 2], and also to teenagers' perception of images of men and women [3]. However, in native psychology, the distinctions in self-presentation of teenagers of different sex were not examined.

The problem of a described part of our research was examination of substantial characteristics of the images shown by teenagers of different sex in interpersonal communication.

Empirical object of this research is presented by scholars of 10th form: 50 girls and 50 young men. As a technique for diagnostics of specific features of self-presentation of teenagers it was used the SIC test (self-presentation in interpersonal communication) developed by I.P. Shkuratova on the basis of the technique of repertoire lattices of J. Kelly [4].

Procedure of implementation of this test consists of two stages. At the first stage the role list which includes persons from the nearest environment is offered to an examinee; the examinee should pick up concrete persons who are carrying out these roles. In this research the role list included following partners of communication: mother, father, sister, brother, friend, girlfriend, class teacher, schoolmate. At the second stage the list of 50 personal features was offered to an examinee; the instruction was to imagine the dialogue with each person from the role list and to think about a quality he demonstrates first of all in dialogue with him. Then an examinee should estimate the degree of aspiration for looking the same in communication with other people, using estimations: 2 points – I aspire very much, 1 point – I aspire sometimes, 0 – I do not aspire at all. In such a way an examinee filled



the table of estimations in which lines presented qualities and columns presented people attributing this qualities.

The most often selected qualities among young men were: adult (82 % of respondents have specified it in the answers), strong (80 %), clever (66 %), assured (62 %), capable (56 %), responsible (48 %), friendly (42), brought up and independent (in 36 %), modern (34 %). Summary these qualities form 60 % of all elections, therefore, it is possible to consider that they are the basis of the generalized image shown by young men in communication.

In communication with encirclement girls most often show following qualities: friendly (have noted 66 % examinee), understanding (56 %), reliable (54 %), capable (48 %), emotional (40 %), attentive (40 %), sociable (36 %), frank (35 %), responsible (34 %), modern (33 %). It is possible to consider these qualities are base in the image manifested by girls concerning different persons from the nearest environment.

If we compare these qualities with those that were most often elected by young men it is obvious that only four qualities coincide: capable, responsible, friendly and modern, but even they have different frequency of occurrence. It is easy to notice, that generalized images manifested by teenagers correspond to feminine type at girls and masculine type at young men.

For more generalized analysis all listed characteristics were divided into seven groups: business, intellectual, altruistic characteristics, characteristics specifying intimacy in relations of the respondent with other people, characteristics being socially approved, characteristics of appeal and socially disapproving qualities. The degree of presence of categories was determined by a number of teenagers named this or that characteristic.

As the analysis of data has shown young men more often represent business, socially approved and altruistic qualities in communication. The second position is occupied by characteristics of appeal and intellectual qualities. Demonstration of intimacy of relations and socially disapproving qualities is most seldom carried out by young men (for example, in comparison with business qualities it is five times as less).

As most often manifested categories girls had business, altruistic qualities and characteristics of appeal. The average position was occupied by socially approved qualities and characteristics of intimacy of relations. Intellectual qualities take the sixth place in frequency of manifestation in communication and absolutely seldom girls deliberately show socially disapproving qualities.

We have made the analysis of influence of the sex of the partner of communication on a degree of presentation of feminine and masculine qualities of teenagers that showed the following tendency. In communication with representatives of both sexes young men aspire to show masculine features, and distinctions in a degree of presentation of these characteristics to men and women are not observed. Feminine features are shown by them twice less, irrespective of the sex of the partner of communication.

Strategy of self-presentation of girls is more difficult. In communication with persons of the same sex girls manifest more masculine features, and in communication



with the opposite sex they manifest feminine features. In other words, they are inclined to manifest to representatives of the same sex the image of self-assured, capable, responsible, independent and clever girls, and to men and young men they manifest the image of attractive, charming, cheerful, understanding, friendly, gentle and emotional girls.

Summing up the analysis of influence of the sex of teenagers on the contents of images manifested by them, it is possible to conclude the following. In communication young men are inclined to manifest a traditionally man's image with prevalence of masculine features, including business, intellectual features and characteristics approved by society which allow to become successful.

Girls are inclined to manifest more versatile image including as traditionally feminine qualities (altruistic, characteristics of appeal and the features specifying intimacy of relations) and masculine qualities (business and intellectual characteristics).

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**Grin E.I.**

## Emotional intelligence as a resource to overcome emotional burnout in sports activity

The study of the various forms of stress and their influence on the health and professional activity of a person is the subject for applied psychology researches over the last decades. The special consideration is given to the matters of stress at work, which has the multifactor nature and a negative influence not only on somatic and mental health of a person but the internal environment as a whole [2].

The occupational stress has different forms; among them is a "burnout" syndrome. Initially this phenomenon has been revealed in "assistant" professions, and this number of specialists subjected to it has considerably increased.

The main research task of the emotional "burnout" syndrome is to study its nature, especially those internal factors that contribute to its occurrence. Most researchers assume that there exist certain personality features of a man that cause the development of burnout symptoms. They are self-concept, anxiety, type A behavior, self-esteem, and the sense of humor, coping-strategies, locus of control, empathy, emotional intelligence and work motivation [3].

Sport is a kind of professional activity of a person that substantially focuses on the high level of achievements being demonstrated under stressful conditions.

Nowadays the elite sport is characterized by the high intensity of athletes activity. There are multistage cup competitions that virtually last the whole year. It certainly demands a lot of physical and mental exercises, so not only sports psychologists and coaches but also high quality athletes are interested in burnout.

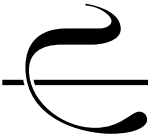
The basic symptoms of emotional burnout in sport are: lack of interest in competition and sports activity, sleep disturbance, physical and mental exhaustion, the lower level of self-concept, mood disturbance, drug abuse, soul-searching, emotional isolation, excessive anxiety, the lower level of physical activity, relationship problems, rigid behavior.

There are various consequences of "burnout". According to A.L. Smith's opinion, stress in sports depends on a person and motivation. One athletes "burns out" and leaves the sport, whereas another prevents difficulties and remain [5].

Nowadays the well-being and achievements of athletes mainly depend on the resources dealing with stressful situations; such resources can be athletes personality features, especially emotional intelligence.

Emotional intelligence is a set of emotional and social abilities to perceive, assess and manage one's own and others' emotions as well as skill to motivate oneself. All the components of emotional intelligence contribute to effective interpersonal communication [1, c. 26].

The purpose of research is to study interrelations of emotional burnout and emotional intelligence of athletes.



Methods. For revealing displays of emotional burnout the adapted test-questionnaire developed by Maslach and Jackson ABQ-test has been used. It measures 3 scales: reduction of feeling of achievement, an emotional/physical exhaustion, devaluation of achievements [4].

The emotional intelligence has been analyzed by H. Hall's test-questionnaire that reveals the ability to understand other people's emotions and manage them by decision-making. It involves 5 scales: emotional competence, emotional self-regulation, self-motivation, empathy and the recognition of other people's emotions.

115 athletes, aged 14-29 took part in the investigation (70 males and 45 females). As they have intensive sport practice from 1 to 15 years, it may cause emotional burnout.

Results. The results of correlation research clear out the significant negative relation between the parameter of emotional burnout «reduction of feeling of achievement» and the recognition of emotions in a male sample ( $r = -0.31, p < 0,01$ ).

The female sample reveals the negative relations between the parameter of emotional burnout «emotional/physical exhaustion» and self-motivation ( $r = -0.38, p < 0,01$ ), emotional self-regulation ( $r = -0.37, p < 0,01$ ); the parameter of emotional burnout «devaluation of achievements» and self-motivation ( $r = -0.41, p < 0,01$ ), of self-regulation emotions ( $r = -0.38, p < 0,01$ ); general parameters of emotional burnout and the self-regulation of emotions ( $r = -0.41, p < 0,01$ ).

The female sample represents the greater number of correlation between parameters of burnout and emotional intelligence than the male one. So it proves the greater influence of emotions on the emotional competence and the burnout development of female respondents.

The results of the investigation reveal the importance of emotional competence for athletes as a factor to overcome the emotional workload. Consequently, the higher level of emotional intelligence athletes has, the lower chances for his emotional burnout occurrence. So there is an urgent necessity to provide psychological assistance and services for training of athletes.

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Kruteleva L.U.

## Forming tolerant consciousness as one of the primary goals of the modern system of education

The problem of tolerance has already been told and written about much enough. However, despite of it, the questions concerning tolerant behaviour and tolerant consciousness do not become less critical. The problem of tolerance in the modern world remains a theme of discussions for political, religious and scientific communities both in our country, and abroad. And it is caused by a number of reasons.

First, the totality of the already developed economic conditions, progressing ecological crisis, distribution of information flows penetrating all surrounding space and many other things increases contradictions and break between interests of a separate person and a society as a whole, between separate states and the world community.

Second, these contradictions cause increasing social instability and tension, a security threat for each separate person and states in general, the growth of social level of conflict tension, the growth of terrorism and extremism, migration of the population, and, as a result, thoroughgoing structural changes of the whole system of the world arrangement as a whole and forming of a multilingual and multicultural society.

And for this reason the problem of tolerance is one of main «trigger points» of modern reality.

As it is underlined in the «Declaration of Principles of Tolerance» established by the resolution 5.61 at the General conference of UNESCO dated November, 16, 1995: «Tolerance means respect, acceptance and correct understanding of a rich variety of cultures of our world, our forms of self-expression and ways of displays of human individuality. Knowledge, openness, transparency, communication and freedom of ideas, conscience and beliefs promote it. ... Separate people, groups and states should show tolerance».

Speaking about tolerance it is necessary to note that, in the first place, it can have different variants of displaying such as ethnic, religious, gender, subcultural, age-specific, professional, political and others.

In the second place, it also can have a various degree of intensity. So, L.M. Drobi-zheva and G.U. Soldatova distinguish the following types of relations in the system «person – group»:

- active tolerance (an openness, willingness for interethnic contacts);
- passive tolerance (an irregularity of interethnic contacts, inclination to communicate with representatives of their own nationality together with preservation of a positive attitude to representatives other ethnic groups);
- selective tolerance (interethnic contacts have a limited character in accordance with any attribute – language, religious belonging, cultural features);
- compelled tolerance (interethnic contacts take place under pressure of circumstances and have especially business character);





- intolerance (point-blank unwillingness to cooperate with people of other culture).

And, in the third place, tolerance can be shown at different levels:

- as a psychophysiological stability of a person (neuropsychic stability, stability to stress, stability to various traumatic situations, etc.);
- as a set of individual characteristics of a person (stability to uncertainty, stability to a conflict behaviour, flexibility, empathy, etc.);
- as a system of personal and group attitudes and values (stability to variety of the world, to ethnic, cultural, social and other differences).

All these in the aggregate also form tolerant consciousness of a person. And that is why its forming also should be realized at once at several levels: at the level of personality, at the level of family and group of closest people, at the level of wider social environment and at the level of the state and society as a whole.

The system of education is a tiny model in which all features of the modern society are shown in a concentrated form and which covers the most important age stages for forming outlook and valuable attitudes of a person. That is why in the very process of education and upbringing of growing up generation a special attention should be focused on forming tolerant consciousness.

At each age stage forming tolerant consciousness has its features. So, during the primary school age, on the one hand, it is necessary to teach a child to accept another person as a significant and valuable one, and, on the other hand, it is important to teach a child to concern his/her own views critically. The feature of the juvenile age is forming the feeling of cultural identity of a person and elaboration of bases for his/her further social behaviour. The youthful age is especially sensitive to perception of new views and values. This period differs with aspiration for revision of already established norms and rules, calling all surrounding phenomena in question and criticism, elaboration of his/her own opinions and search of his/her own values, i.e. this period is characterized by processes of active forming of a person's own world outlooks. The special importance during this period is attached to those values and life-sense landmarks which will be offered to young generation by senior instructors. Therefore it is especially important for forming tolerant consciousness that such values as respect for national and cultural features of another ethnoses, its views and beliefs, and also recognition of the right of other people to be different would also be perceived and assimilated by young people alongside with such values as love to the Motherland, the national unity and dignity, observance of customs and traditions of the native culture and religion.

Summing up the article, it is essential to emphasize once again that the modern society is substantially interested in forming outlook of youth from the point of view of the humanistic approach, one of which basic components is the tolerant consciousness.

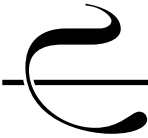
And it is necessary to note once more that the tolerant consciousness represents the totality of displays of different levels and kinds of tolerance and its forming should



also be organized as an integrated system in various spheres of human life. That is why one of the major goals of the modern system of education is forming and upbringing of tolerant consciousness of the personality taking into consideration his/her age and social features, because harmonious development and coexistence of representatives of various cultures in a single common society are possible only if each of them has tolerant consciousness.

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**Levchenko A.V.**

## Aspects of personal readiness modern men to paternity

Parenthood is not only biological, but also biosocial and social cultural phenomenon, its characteristics correlate with each other. Relations of parents and the child depend on their own sex and a sex of the child, age of the child, concrete social conditions, traditions [2,3], and also, we suppose, from child's experience of the adult and his notions of ideal and real parents. Educational influence of parents' example is connected with moral character of his father and mother, way of life of the family, conditions in the parental home. The family is environment for the child, society which influences formation of his character. It is the authority of parents that influences the children [6]. Thus, in the family child gets his first profound and bright impressions.

Besides fatherhood, parenthood, motherhood are elements of representative culture of the society establishing given samples as due, will mass media is the subject of social creating of reality. As a result, "media production stereotypes gender myths of public consciousness and gives them as models of behavior or national archetypes that reflect not only existing models of paternity, but also are direct instructions to action" [8]. For example, modern advertising production shows the parental images resembling traditional, patriarchal culture, in which image of impractical, unable to take care of the child father is opposed to image of skilful and practical mother, emphasizing intersexual relation existing in society, thus ignoring declared equal in rights participation of parents in education of children.

Actually, participation of the father in education of the child cannot be overestimated. It is necessary for forming the harmonious person, and in case of precise division of parental roles, influences the development of children positively. Psychological preparation of the boy for the future role of father provides his close emotional contacts to the own child, raises satisfaction of the fatherly role.

Forming of psychological preparedness of the man to paternity begins long before reception of news about pregnancy of his partner. Internal (psychological) readiness for paternity develops on the basis of experience which was shown by father of the man: individual style of paternity is basis for formation of the child's individuality, psychological features which will determine strategy of behavior in various vital situations in future. Formation of values, valuable orientations and vital plans, independence are realized at youthful age that make person search for the life sense directed to the future. There is a stabilization of individual life style and his personal features at adulthood. Transition of the man from a bachelor way of life to family, the period of his preparation for birth of children are considered by psychologists to be crisis stages [7]. On the way to the conscious paternity man should answer the questions: is he ready to paternity, what can he give to the child,



what is he prepared to sacrifice in despite the difficulties of matrimonial life. Answer to these questions demonstrates a degree of preparedness of women and men to become parents [9].

To define what father "I want to be" the man turns to his own child's experience. Model of paternity, which was shown by father (another significant close man), provides the person with a ready sample, object of identification. The image of significant "another man" becomes the standard focusing self-development of the man. Besides, researchers Dzh. Bolen [1], K. Kenfield [4] confirm that especially paternity actualizes still persisting children's psychological problems, and personal conflicts. That's why, the probability that young father will to project and transfer his own child's experience and offences to the "new" family is great. If the image of the father is perceived by the son as positive, the child aspires to become «like a Daddy». Otherwise, when educational process from the father was accompanied by indifference, physical punishments, often or constant absence, becoming an adult, the young man speaks: «I will never be like he! ». And now the negative image of the father is a measure for comparison, an initial point for movement to an opposite image – ideal (action by contradiction).

Therefore, it is possible to conclude, that man's idea of paternity is formed firstly on the basis of experience got before his own paternity, secondly, of expectations, connected directly with parenthood. Experience «before own paternity» depends on perception of real relations with the father (or the person replacing him); these are acquired samples of behavior and reaction. Also mothers frequently identify their son with the father, sometimes comparison is positive, sometimes it has negative character («You just like your father», «Well, like father! »). An image of the father, not always authentic, has drawn by mass media, kino- and literary heroes.

Research of phenomenological space of paternity is made difficult by a lot of factors. At first, we may say, that the picture of paternity for every man is unique and individual, because it is developed on the basis of aspects of relations with his own father, parental relationship as translation of model of family behavior. In this connection the biographic block is important in the questionnaire, that shows, whether the child lived in family with the native father and how long. If he did not have native father, if there was a person was who replaced the father (the grandfather, the stepfather, god-father, the uncle and so forth). Secondly, stereotypes existing in modern society influence forming the image of ideal father in consciousness of young men [5]. Thirdly, the theme of relationships with the own father actualizes the last experience of the man which is not always estimated as positive. In this connection, some respondents unwillingly discuss this theme, ignoring some blocks of a questionnaire, or completely refuse participation in research. The task of research is to prepare the respondent to work with negative experience, and to find the ways of penetration to memoirs of relations with parents through psychological protection. The totality of factors complicates not only the technical aspect of gathering empirical material, but also the process of classification of the received data.



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**Mansurova I.S.**

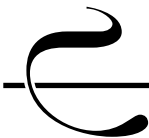
## Expressiveness of components of hope in connection with estimation of vital events

Studying of a phenomenon of hope is impossible "outside of life", isolated from social context in which a person exists. At the same time, only in some works the hope is marked as the characteristic of not only inner world of an individual, but also as the characteristic of interpersonal, group, social relations [2, 4, 6]. In this connection, reference towards a problem of the hope assumes the analysis of social and psychological aspects of human life. The hope finds the expression at different levels of personal manifestation: from decision making in the concrete social situations, accompanied with certain emotional experiences, to personal construction of life strategy, definition of a way of "existence in the world". The analysis and generalization of works accomplished on a joint of social psychology, psychiatry, psychoanalysis, medicine and psychotherapy [1, 3, 5, 7], allowed to make a conclusion that the hope is the integrated social and psychological characteristic of a subject including three structural components: affective, cognitive and conative; connected with estimation and perception of vital events. Considering that features of subjective interpretation of vital events, life situations, character of interaction with them, are a reflection of steady subjective preferences, values, relatively stable personal qualities, it is possible to assume, that structure of the hope, being one of the major modi of social life, reflects features of subject interaction with vital events, situations, other people, causing his attitude to life as a whole. In the majority of works it is marked, that there are vital events connected with sphere of interpersonal interaction, with change of social environment, change of professional and social statuses, etc.

It is necessary to note, that until recently in native social psychology the hope was not examined as an integrated phenomenon; there was not put a question on determination of expressiveness of components of hope by positive and negative vital events.

In our research we shall start with idea of the hope as the integrated, social and psychological phenomenon shown in a certain social context not only as an emotional status of a subject, but also as a generalized expectation of achievement of purpose, persistence and unyieldingness, aspiration and ability to find a way of achievement of purpose, personal control of time; connected with subjective estimation and perception of vital events and attitude to life. Thus, it is possible to assume, that forms of manifestation of hope distinguished at theoretical level, form its structural components: emotional-estimated and cognitive-active.

Proceeding from the aforesaid, the purpose of research is to study interrelations between expressiveness of components of the hope and estimations of significant vital events. Empirical object of research consists of 263 persons: 77 men and 186 women in the age of 18-68 years.



With the purpose of studying of a structure of the hope and definition of a degree of expressiveness of its components there were applied: scale of hopelessness by A. Beck (in modification of A.A. Gorbatkov), scale of dispositional hope by S. Snider, questionnaire of achievement motivation by A.Rean, scale "personal control of time" from the technique by Newtten "Scale of attitudes to time" (in modification of K. Muzdybaev).

With the purpose of analyzing and adequate interpretation of the data received on their basis, procedures of factorial and correlation analyses have been applied and it was formulated a conclusion that the hope as social and psychological phenomenon can be presented in combination of two components: emotional-estimated and cognitive-active. Expressiveness of these components at the same subjects not always is interconnected: manifestation of "emotional hope" is not necessarily accompanied by comprehension of probability of achievement of object of hope, rational forecasting and converting activity, components of "cognitive-active hope".

With the purpose of studying of estimations of vital events there were used the technique by L.F. Burlachuk "Psychological autobiography", the technique of stress-resistivity examination and social adaptation by Holmes and Rage, modified by us. The data received on their basis were interpreted proceeding from results of the correlation analysis. Following conclusions were formulated: First, emotional-estimated and cognitive-active components of the hope presented by a status of hope, generalized expectation, persistence and unyieldingness, aspiration and ability to find a way of achievement of the purpose, are connected with a quantity ( $r=0,23$ ), retrospection time ( $r=0,17$ ) and anticipation of vital events ( $r=0,24$ ), with an importance which a subject gives to various according to modality last ( $r=0,18$ ) and future ( $r=0,26$ ) planned events of life. Secondly, for respondents the most significant last events are connected with a change of social environment. The most significant future events are the events of personal and psychological type connected with "I" of a person. Thirdly, there were distinguished three groups of vital events according to their influence on the hope: 1) "vital events inspiring hope"; 2) "vital events depriving hope"; 3) "vital events which have no influence on hope". Thus, the events inspiring hope are occurrence of the new member of family, birth of the child; wedding, marriage; change of a post, increase of work responsibility; an outstanding personal achievement; beginning or termination of education in a educational institution, etc. Group "vital events depriving hope" is formed by such events as death of the spouse, death of the close member of family; death of the close friend; imprisonment; broken relations with the spouse without registration of divorce, break of relations with the partner; strengthening of conflictness of relations with the spouse; dismissal from work. "Vital events which have no influence on hope" are trauma, illness; divorce; pensioning off; change in a state of health of members of family; reorganization at work; change of financial state; change of place of work; borrowing or a loan on large purchase; change of stereotypes of behaviour; change of social activity; change of individual habits, etc. Fourthly, the more sad events have happened in human life, the more significant they

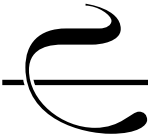


are and the more they are removed in the past, the less the hope is influenced by vital events, the less quantity of events is capable to inspire or deprive a person with the hope, the more the hope is steady against influence of vital events. Fifthly, the more a subject reproduces last sad events, the more importance get joyful events anticipated by him ( $r=0,35$ ); the more sad events are removed in the past, the more time prospect of planning of joyful events are removed ( $r=0,14$ ) and the more future events are significant for a subject ( $r=0,22$ ); remoteness of planned joyful events in the future and a degree of their subjective importance are connected with a quantity of last joyful events in human life ( $r=0,16$  and  $r=0,22$ , accordingly).

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**Pankratova I.A.**

## Phenomenon of image of career in native psychology

In Russia at present a transformation of all spheres of society takes place. In this connection the phenomenon of career became an object of studying in many researches. Increased interest to an estimation of person's career success makes necessary reference to idea of personality about planned and desirable characteristics of results, ways and the subject of professional and career development (Golovaha E.I., 1988; Dzhanneryan S.T., 1998; Moll E.G., 1998; Ryabikina Z. I., 1997; Sheveleva A.M., 2000).

Thus, idea about own career is the form of management of professional future (Efremov E.G., 2000; Kirt N.L., 2000; Lotova I.P., 2004, 1998, etc.), at the same time idea about the future planned professional and career way, including an image of a career way, an image of career (Golovaha E.I., 1988; Moll E.G., 1998; Sheveleva A.M., 2000) is studied comparatively not enough.

The category of image is one of the central psychological categories. It embraces all forms of mental reflection, from isolated perception to general perception [1].

Practical tasks have caused importance of studying of the "image" category in contemporary psychology. In their works native psychologists examined the dynamic of whole cognitive activity which includes apprehension of person by other person; as a result of these researches they revealed distinctions in knowledge of person by other person from knowledge of a subject or a phenomenon (Bodalev A.A., Rubinshtejn S.L., Sechenov I.M., etc.).

Considerable contribution to studying the category of image has been made by Russian scientists (Vigotsky L. S., Galperin P.Y., Zaporozhets A.V., Elkonin D.B., etc.). It has been proved that only in conditions of social cooperation mastering of mental processes and their products is possible, in turn this fact influences on formation of figurative sphere of personality.

The fullest interpretation of the "image" concept was suggested by A.N. Leontyev in his work "Image of the world" (1983). The author considered image as the operating beginning which renders regulating influence not only on perception, but also on motivational sphere, and through it on activity of personality; the leading role of an image in mental reflection process consists in it.

Having analyzed the variety of approaches to definition of an image it is necessary to note, that one of the basic features of an image is its concreteness and indissolubility with reality (Ananyev B.G., Rubinshtejn S.L., etc.). Formation of image is a complex process developed in time during which reflection becomes more and more adequate to a reflected object. Efficiency of image – according to its regulating function towards the activity of the subject – is essentially determined by that how much it provides anticipation, i.e. advancing reflection (according to P.K. Anokhin) [2].



So, first of all image determines aiming (models of construction of the future actions, an image of the world, vital space, dynamical and steady characteristics of behaviour). Different characteristics of image are the base of concrete action and constructions of vital way, such a big attention therefore is paid to studying of such concepts as "image of the world" (D.B.Danenova, 2001; N.N.Kolmogortseva, 2003, etc.) and "image of the future" (E.B.Bykova, 2002; A.L.Korobkin, 2002) and to their influence on activity of a person.

Image of the future is a plan of life, internal unity and integrity which is constituted by its value. Business for the future is concretized in concrete projects, plans, tasks, purposes, realization of which embodies a vital plan as one of the basic components of the psychological world of a person [3].

In researches of P.K.Anohin and N.A.Bernstein the "needed future", the "purpose", the "future result" are kinds of psychological image of the future function of which in relation to activity of the subject is determined by that, how much this image is capable to provide an advancing reflection.

In general psychology an interest to the image of the future as a phenomenon of advancing reflection was embodied in the work of B.F.Lomov and E.N.Surkov on research of mechanism of anticipation [4].

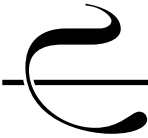
In opinion of N.N.Bragin and T.A.Dobrohotov the features of the past and the future of individual time are determined by a degree of actualization of individual present time: "it, probably, opposes them to each other. So, the more actual is the present time of the subject, the more the past is suppressed in his consciousness (it is actualized only voluntary) and the more the future is outlined" [5]. Proceeding from this, the image of the future develops from planned events and potential connections with the past and the present.

The theoretical analysis shows, that practically in all spheres of studying of the person the great importance is attached to the image of the future and the process of its modeling. Special importance is attached to the image of the future at studying career and formation of the idea of career.

Researching the phenomenon of idea about career (within the framework of administrative career) E.G. Moll notes concepts of the "image of the future of administrative way" and the "image of the future career". In her work the influence of the image of career on administrative career was described, besides the factors influencing on formation of the image of career, the characteristic and properties of the image of career were described, however precise definition of the image of career we haven't met [6].

The research of the image of career realized by I. P. Lotova is the fullest in sphere of representations about professional career. In the research, analyzing an image of a career way, the author says that the image of career is "integral of an actual status of person, way of his change and his finishing status" [7, c.145].

E.G. Moll indicates the following characteristics. In her opinion the basic are spatial and temporal (length of official rank and age borders of planning). Besides these characteristics she indicates also: sequence; duration; level characteristics; stability.



I.P. Lotova points on additional characteristics of the image of the future career way: variety; precision; adequacy; flexibility; nearest zone; integrity of image; inclusiveness in professional work.

The image of career is the way of regulation of vital and professional activity of the person by means of aiming, forming of motives, forming of sense, stimulation and mobilization. The image of career carries out the functions of an emotional confirmation and planning of career development.

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**Pizhova K.V.**

## **Anxiety in communication as the reason of social disadaptation of teenagers with a low level of success in speech and communicative development**

Comprehension of a role of communication in human life is one of priority tendencies in development of psychology of personality and social psychology. Working out the problem of communication, scientists and experts are common in statement of identity of communication and vital activity, since activity, formation and development of person are impossible without communication and success in professional work, activity in public life and, at last, personal happiness of everyone depends on a level of communication skills mastering. It is known, that the juvenile age is just that very age which is most sensitive in forming of all structures of personality and it is characterized by definition of ways of entering in adult life and necessity of forming of constructive interaction with the world and with self. Within the limits of these interrelations a teenager adopts social and historical experience, learns socially significant norms and functions, gets acquainted with the content of social roles.

The strongly pronounced communicative need, and also increasing need of occupation of the certain place in society, desire of self estimation in a "me and my participation in a life of society" system determine leading kinds of activity in adolescence including prosocial activity and communication (T.V. Dragunova, D.B. Elkonin). Teenager's communication need becomes specific and is not reduced to any other more simple needs. A substantial relation with contemporaries and orientation on new constructive relations with adults is combined with teenager's active increasing of independence in various fields of activity. Satisfaction of communication need plays an important role in accumulation of social experience and formation of teenager's consciousness. Low efficiency of individual communicative behaviour self-control, his inability to organize the interaction with surrounding people correctly, generates a high level of anxiety at the moment of introduction into speech communication, that considerably reduces social activity of teenagers with a low level of speech development. Thus, studying of anxiety in connection with a low level of speech development is an independent research problem. Now in native and foreign literature the problem of anxiety is very actively discussed. On the one hand, it is emphasized an important role of adequate level of anxiety in formation of emotional-willed regulation and in overcoming stressful loadings, on the other hand, the majority of authors marks, that it is exactly a high level of anxiety that is connected with difficulties in formation of adequate picture of themselves, their personal qualities and social and psychological adaptation of teenagers as a whole. Nevertheless, the problem of studying of anxiety and rendering psychological help to teenagers with a low level of speech and communicative development is not much elaborated. It is obvious, that speech defect



as a whole cannot influence on most general qualities of emotions and feelings, on their value and role in human life. However, as a result of complicated communication among the persons with a low level of success in speech development character of social needs can change, the emotional attitude to various sides of reality can also have some changes (L.S. Vigotsky, 1983.). In the further, the low level of success in speech and communicative development leads to formation of specific personal reaction on speech defect, to certain emotional changes, including distortion of repertoire of emotional reactions, increase of personal and situational anxiety, fears and phobic expectations. This, in turn, can promote the formation of a social deprivation picture, which is connected with disturbance of adequate interaction with environment. Undoubtedly, social factors and conditions of upbringing play the leading role in realization of that "adult" feeling which leads to emotional intensity among teenagers (I.S. Kon, 1990). Basing, in general, on yet not quite steady system of opinions and beliefs, teenagers seriously reflect their features, disturbance in speech development and its influence on life, relations with surrounding people, success in environment of contemporaries. If earlier the difference from the majority draws teenagers' attention to exclusive, conflict, emotional situations, in the senior juvenile age the situation changes. The level of speech and communicative development, getting with the years more and more obvious influence on teenager's personality formation, can be considered as precondition of personal anxiety formation. Comprehension and experience of defect at juvenile age promotes consolidation of inadequate levels of anxiety that emphasizes the special importance of the problem which have determined the subject of our research.

60 teenagers of 13-16 years with a low level of communicative development, having speech defect in a structure and 70 teenagers with an average level of communicative development, without speech defect (control group) have participated in an ascertaining part of empirical research. In the work were used: a scale of personal anxiety (A.M. Prihozhan), a technique "Personal differential"; a sociometric method; techniques directed on revealing of character accentuations and mechanisms of psychological protection. Also, with a view to gather the information on a character of anxious behaviour of teenagers and situations in which it arises, the interview has been developed. As the research has shown among the teenagers with a low level of success in speech development the low level of social status registered at both high, and low level of anxiety was revealed. At the same time, teenagers with an average level of speech development without speech defect, at presence of polar variants of anxiety, practically did not have low parameters of sociometric status that testifies to a real role of speech defect in formation of anxiety among children of experimental group. During the research it has been established, that among the teenagers with extreme variants of expressiveness of anxiety the certain combinations of protective mechanisms which as usual, at a level of purpose, are actualized in any traumatic situation and promote consolidation of stereotypic reproduction of the last experience and ways of behavioural reaction without specificity of a concrete situation. The basic

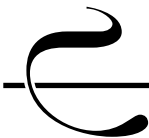


way of emotionally significant problem solution was the usage of the mechanism of compensation, and the anxiety was masked by external activity or deliberate calmness.

In general, the research has shown, that formation of inadequate levels of anxiety among teenagers with a low level of speech and communicative development is accompanied with complex of factors (social and psychological, communicative, personal) causing simplification of repertoire of behavioural reactions, adherence to ineffective protective mechanisms in chronic frustrative situations, morbidity of sharp anxiety and symptomatic character of excessive calmness.

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**Samoilova G.V.**

## Comparison of dynamics of tolerant-intolerant attitudes of cadets at longitudinal and diametrical research

Last hundred years of history of mankind are characterized by not only rapid development of technical equipment, science, education and culture, but also by two world wars, huge number of armed conflicts, genocides which carried away millions of lives and have shown huge power and potential of human ability to destruction. In conditions of social tensity in modern society the phenomenon of tolerance draws the increasing attention of researchers. Beyond any doubt, in connection with constant presence of violence in our life the problem of tolerance has a huge urgency. In this connection subject of our research is an examination of tolerant-intolerant attitudes among cadets of military institute who receive professional education in specific conditions connected with a state of barracks. Thus, manifestation of tolerant-intolerant attitudes among cadets takes place in specific space of culture of military institute, and, as it is known, quite often is accompanied by so-called not authorized relations, behind which the attitudes connected with violence and intolerance stand.

As respondents there have acted cadets of Novocherkassk high military command school of communication. Untied sample selection consists of 300 respondents of 100 people from each year of education: first-year students in the age of 16-19 years; third-year students in the age of 18-20 years; third-year students from 21 till 24 years. Tied selection consists of 100 cadets which testing is made on 1, 2 and 3 year of education.

In connection with aim of research there has been carried out two kinds of empirical research: longitudinal and diametrical cuts. At a diametrical cut groups of respondents of first-, third-, and third-year were compared. But diametrical cut does not allow considering both stability, and changes which occur with person in a process of education at high school. In this connection longitudinal cut has been made. The longitudinal method is not limited to ascertaining of facts, and reveals laws, dynamics, tendencies of development of tolerant-intolerant directions at the same respondents during three years of education at military high school.

In connection with tasks following techniques have been used in research: "Communicative tolerance" of V.V. Boiko, FPI, "Strategy of behaviour" of Tallman, "Orientation" test.

As hypotheses of research we have put forward assumptions:

1. In a process of education at military high school both a level of manifestation of tolerant attitudes, and a level of manifestation of intolerant attitudes changes. And the level of manifestation of tolerant attitudes year by year increases, and, on the contrary, a level of manifestation of intolerant attitudes decreases.



2. A level of manifestation of tolerant attitudes is interconnected with the certain set of personal characteristics of respondents.

Data processing was carried out by means of criterion of Mann-Whitney for comparison of two selections. Also, the dispersive analysis was used [1; 2]. In general, the analysis of the received empirical data allows making following conclusions:

1. In general the selection of cadets (300 people) is possible to be characterized in following way. For all respondents low values on following parameters are peculiar: neurotism, depression, shyness, emotional lability and expressiveness of external control. High values have been received on parameters of adaptibility, acceptance of self and others, internal control, confidence in oneself and the others. Other parameters have average values.
2. The analysis of results of examination of communicative tolerance allowed to divide first-year cadets into three groups: tolerant (23 %), middletolerant (58 %), intolerant (19 %).
3. At following stage distinctions between groups of tolerant, middletolerant, intolerant respondents in a level of manifestation of personal attributes were revealed, therefore psychological portraits of each group of respondents have been described. Tolerant cadets are characterized by a high level of social confidence, domination of internal educational motivation which is characterized by manifestation of high cognitive activity during educational activity. In a conflict situation tolerant cadets are inclined to use more often a strategy of "adaptation" and less often a strategy of "rivalry". This group of cadets is also characterized by a reduction in a level of manifestation of following personal states and properties: neurotism, depression, irritability, reactive aggression, shyness, emotional lability, falsity. The group of intolerant cadets is characterized by domination and orientation on self, prevalence of motives of own well-being. Strategy of "adaptation" is not peculiar to them and strategy of "rivalry" is brightly manifested. A level of educational motivation is lowered a little. In comparison with other groups increase of a level of personal negative states and properties is observed among them: neurotism, depression, irritability, reactive aggression, emotional instability, falsity. Middletolerant cadets are sociable and impulsive more than others, but are less steady and open to a social environment. On other parameters it was not possible to find out any significant distinctions between groups.
4. Results of longitudinal research of dynamics of manifestation of tolerance attitude depending on a year of education have shown that manifestation of tolerant attitudes slightly increases every year. Dynamics of intolerant attitudes has other character: at first year manifestation of intolerant attitudes is low, at second year the level considerably increases and at third year of education it decreases again. At diametrical cut "descending" dynamics of a general level of intolerance is observed. Intolerant attitudes are approximately at one level at first and third year, and at third year there manifestation is considerably lower.





Thus, it is possible to speak about certain dynamics of attitudes of a various level of tolerance. In process of education attitudes' change passes in two ways; we shall conditionally designate them as "ascending" dynamics of tolerant attitudes and "descending" dynamics of intolerant attitudes. And, it is impossible to confirm unequivocally, that higher level of tolerance is always more preferable. Here a problem of borders and measures of tolerance becomes actual [3]. Excessive increase of tolerance inadequate to circumstances can conduct to weakening of resistibility and increase in vulnerability of a person that can be a basis of ineligibility to military specialities. All it demands more cautious, differential attitude to questions of practical application of tolerance during military-vocational training.

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Tsarenko L.S.

## Psychological features of military men's personality, deserted from troop command

The importance of the studies of different forms of avoidance of the military service, is determined by the fact that they violate the order of bringing up to strength of Armed Forces, lead to the weakening of the military discipline, and as the result the battle readiness is demolished and, as a consequence – defensive capacity.

The applicable legislation provides criminal responsibility for crimes against military service, under which they conceive socially dangerous actions, encroached upon the established order of military service, made by military men and citizens in reserve during military training [art. 33 CC of RF]. All the crimes against military service are divided into the following types: 1) crimes against military interrelation policy (p. 332 – 336); 2) crimes against career program (p. 337 – 339); 3) crimes against duty (guard) types of military service (p. 340 – 345); 4) crimes against order of military equipment safety (p. 346 – 348); 5) crimes against usage of military and technical equipment (p. 349 – 352) [Criminal Code of Russian Federation, 1999. p. 44; Military and criminal legislation, 2002. p. 83].

Particular interest is attracted to the crimes against the order of military service, or, as some authors [Gaikov V.T., Ivanov V.D., 2003] call it, crimes against career program. The public danger of these criminal actions is connected to the fact that they occupy considerable place in the structure of military men's criminality. The special anxiety arises from the fact that the quality side of this kind of crimes has been recently changing. The data of official statistics, investigative and legal practice, testify, that more often these illegal actions are combined with other crimes – bodily injury of different degree of the heaviness, aggressiveness towards comrades-in-arms and commanding officers, major offences, stealage of fire arms and weapons, robberies, assaults and others. All the above mentioned increases public danger of these criminally punishable acts and determines the necessity to study them in order to find effective preventive measures.

It is necessary to underline high latency of the observed kind of crimes [Dolguova A.I., 2003].

It is necessary to note that the main criteria, joining together these crimes against order of military service, which we found in the scientific literature is the aim– sub ject's unwillingness to carry out military service and to fulfill duties, resulting from it [Markelov V.A., 2005].

Measures to reconstruct criminal conditions, relating to the concrete person are created on the basis of deep studies of his personality. As U.M. Antonian has absolutely fairly written, «the efficiency of educational and preventive work with criminals depends on the level of cognition of criminal's personality...» [1987. p. 183]. The efficiency of the fight with this kind of military crimes and their successful prevention require in depth and well-rounded studies of criminal's personality.

However in scientific literature this problem is out of sight of the researchers.



There is a number of works dedicated to criminological studies of the personality of the deserters and people, trying to escape military service. So, for instance, P.V. Zhes-terov [2003] among the most criminogenically significant characteristics of the military man-deserter distinguishes the following: unstable mental state in combination with criminogenic-active age; unfavorable social origin and status; a general low educational level, a serious shift in the motivational components and impossibility to provide critical self-assessment of his own drift off behavior and immaturity of consciousness. Leaving apart the unknown to the science term of

«drift off» behavior, we'd like to notice, that enumerated by the author characteristics (criminogenic-active age, unfavourable social origin and status; low general educational level and etc.) by the force of the existing system of call-in are characteristic to the most soldiers of involuntary service, not only typical to the people deserted from the troop command.

Interesting studies of military men's personality, deserted from troop command, were carried out by V.V. Logvinenko [2007]. Unfortunately, deserters were a control group in his study, the author concentrated the attention upon military men of involuntary service, who committed suicide attempts. However results of the research of personal features of the deserters clearly point out to the specific problems of the relationship building with their comrades-in-arms.

The object of our studies is military men, who committed crimes against the order of military service, or, as we found in some sources [Gaikov V.T., Ivanov V.D., 2003], crimes against career program. 82 people took part in our research, among them 47 soldiers deserted from their place of service (art. 337); 35 military men tried to escape military service or didn't come to the place of service (art. 338).

The preliminary results of the carried out empirical research among military men, deserted from troop command, proves the existence of psychological features, decreasing the efficiency of interpersonal interaction.

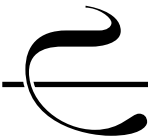
The detection of typical personal characteristics of these military men seems to be of extreme importance in order to create the system of preventive measures, destined to be protected from this kind of crimes, as well as to carry out regular educational work with soldiers.

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