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

2

Contents

Our authors

Bogoiavlenskaya Diana Borissovna – Doctor of Psychological Science, professor honorary member of RAE, the head of laboratory «Diagnostics of creativity» of Psychological Institute of RAE.
Official address: b.4\4 srt. Mokhovaia , Moscow, 125009.
Tel.: (495) 6958876, e-mail: mpo-120@mail.ru

Bogoiavlenskaya Maria Evguenievna – Higher Senior Officer of Institute of psychological – pedagogical problems of childhood of RAE.
Official address: 58 str. B. Polianka, Moscow, 119180
Tel: (495) 9536330, e-mail: mpo-120@mail.ru

Menjekitskaya Julia Alexandrovna – assistant professor of Institute of Psychology, Technical University of Dortmund (Germany).
Official address: Institute of Psychology, Technical University of Dortmund, Emil-Figge-Str.50, 44227 Dortmund
e-mail: mendzheritskaya@fk14.tu-dortmund.de

Labounskaya Vera Alexandrovna – Doctor of Psychological Science, professor, the head of social psychology department of SFU
Official address: r.219 build.13 avenue M. Naguibina, Rostov-on-Don, 344038, tel: (863) 2303237, e-mail: vlab@aaanet.ru

Makarova Elena Alexandrovna – Doctor of Psychological Science, professor of department of foreign languages of the faculty of Psychology and Social Communication of Taganrogskii Institute of Management and Economics.
Official address: 45 str. Petrovskaya, Taganrog, 347900
Tel: (8634) 362583, e-mail: helen_makarova@mail.ru

Makarova Elena Lvovna – assistant of the management department of the faculty of management of social and economic systems of Technological Institute of SFU.
Official address: 44 srt. Nekrasovskii, Taganrog, GSP-17A, 347928
Tel.: (8634) 37-17-06, e-mail: helen_makarova@mail.ru

Abakoumova Irina Vladimirovna- Doctor of Psychological Science, professor, the dean of the psychological faculty of SFU
Official address: r.205 build.13 avenue M. Naguibina, Rostov-on-Don, 344038. Telephone: (863) 22303207, e-mail: psyf@rsu.ru

Kaguermazova Laura Tsaraevna – Candidate of Psychological Science, assistant professor of the department of pedagogics and psychology of Kabardino-Balkarskii University named after Berbekova Kh. M.
Official address: 175 str. Chernishevskii, Nalchik, 360017
Tel.: (8662) 401858, e-mail: Laura07@yandex.ru

Dikaya Ludmila Alexandrovna – Candidate of Psychological Science, assistant professor of psychophysiology and clinical psychology of SFU.
Official address: r.236 build.13 avenue M. Naguibina, Rostov-on-Don, 344038. Tel.: (863) 2303237, e-mail: ldikaya@psyf.rsu.ru

Akaeva Naida Shamilievna – assistant of department of social psychology of Daguestanskii State University.
Official address: b. 43a str. Gadzhieva , Makhachkala, Republic of Daguestan, 367000. Tel.: (8722) 68-23-26, e-mail: dgu@dgu.ru

Erokhina Elena Vladimirovna – teacher of the department of andragogy IFTT of Koubanskii State University.
Official address: of. 329, str. Stavropolskaya 149, Krasnodar, 350040
tel: (861) 2199647, e-mail: erokhinae@mail.ru

Zhediaev Oleg Evguenievich – director of autonomous noncommercial organisation Karachaevo-Cherkesskii center of public development «Civil strategy».
Official address: b.56 of.1 srt. Kavkazskaya, Cherkessk, Karachaevo-Cherkesskaya Republic, 369000
Tel: (8782) 263409, e-mail: direct@civilstrategy.org

Kornilova Tatiana Albertovna – director of MEI secondary school of Proletarskii district of Rostov-on-Don.
Official address: b.73srt. Sorokoletia Pobedy, Rostov-on-Don, 344111
Телефон: (863) 2575877, e-mail: albertovna81@mail.ru

Shoumikhina Anna Vladimirovna – senior laboratory assistant of the department of personal psychology of SFU.
Official address: r.239 build.13 avenue M. Naguibina, Rostov-on-Don, 344038. Tel.: (863) 2303247, e-mail: 109601@ctsnet.ru

Magamarova Bella Kerimovna – training manager of Derbentskii affiliate of Modern University for Humanities.
Official address: 236 str. Chapaeva, Derbent, Republic of Daguestan, 368600. Tel.: (87240) 42948, e-mail: derbent_muh@mail.ru

Magomedova Benevsha Imammoudinovna – the deputy director responsible of учебной части of Derbetskii affiliate of Modern University for Humanities.
Official address: 236 str. Chapaeva, Derbent, Republic of Daguestan, 368600. Tel.: (87240) 42948, e-mail: derbent_muh@mail.ru

Maslova Ekaterina Sergueevna – the head of administration of Municipal Services of Shakhty,Rostov region.
Official address: 158 str. Sovetskaya, Shakhty, Rostov region, 346500
Tel.: (86362) 21730, e-mail: maslovaket@mail.ru

Nimanikhina Olga Ivanovna – teacher of Psychological Institute of management and business of SFU.
Official address: r.221 build.13 avenue M. Naguibina, Rostov-on-Don, 344038. Tel.: (863) 2430611, e-mail: Helga273@yandex.ru

Pecherskaya Nadezhda Markovna – assistant of the department of cultorology of Rostov State Constructional University.
Official address: 162 str. Sotsialisticheskaya, Rostov-on-Don, 344022
Tel: (863) 2277566, e-mail: nadiepecherski4@mail.ru

Pogontseva Daria Viktorovna – Teacher of the department of social psychology of the psychological faculty of SFU.
Official address: r.234 build.13 avenue M. Naguibina, Rostov-on-Don, 344038. Tel: (863) 2303237, e-mail: dashapgn@rambler.ru

PSYCHOLOGY OF DEVELOPMENT

Bogoyavlenskaya D.B., Bogoyavlenskaya M.E.

Peculiarities of personality of individuals with harmonious and disharmonious types of giftedness development

This article discusses peculiarities of personality development of individuals with harmonious and disharmonious types of giftedness. Description of the development types is based on the statements of "The operational giftedness concept". Definition of them is connected with the complexity of the very phenomenon of giftedness. The authors' objective is to prove that complications that occur in the gifted children's behavior, communication and education are not an immanent feature of giftedness itself.

The first part of the article includes facts that characterize personality of truly gifted children with harmonious type of development. In the second part three groups of problems that determine formation of personality of children with disharmonious type of giftedness are defined. In conclusion the authors show that psychological support to children with evidence of giftedness may help to switch a child from disharmonious to harmonious type of giftedness development.

Key words: *Giftedness, harmonious type, disharmonious type, personality, peculiarities of development, evidence of giftedness, psychological support.*

In «The operational giftedness concept» [6] in accordance with the elaborated concept of giftedness as a systemic quality of mind a special attention is given to the structure of the gifted child's personality. When grading giftedness it is recommended to keep in mind that giftedness with harmonious and disharmonious types of development should be differentiated (though in real life there isn't such a clear border). The reason for that is that kids who overmatch the others in their abilities and performance are usually considered as kids with exclusive, special giftedness. Their performance might be uncommonly high. At the same time it is noted that particularly these children often have serious problems that need special attention and relevant help from teachers and psychologists.

How true and grounded is this opinion? If it is true, then a natural question occurs: is giftedness a gift or a burden? This in its turn lies in the basis of the vision of giftedness nature as of a consequence of several personality defects and grounds the idea that gifted kids are difficult kids.

A years long study and observation of truly gifted children give us the right to make a conclusion that the problems that the «gifted» children happen to have are

not the immanent feature of giftedness itself. Let us give a few examples.

A spectacular example of a gifted pupil was our testee S.N, a participant of our longitudinal study (started in 1970) with pupils of a specialized mathematical school №2. We observed Sasha N. until he got the school diploma. Being a schoolboy, he "worked" in the experiment securely, busily, but at the third task he slowed down. It turned out that before that he discovered a regularity and was searching for a proof for himself. Having solved his problem, he gave the answer to the next task and explained: "That is what we are taught to do. If you find a new regularity it is necessary to prove it before using it". He was trying to excuse himself. Seeing that the experimenter was putting away the research forms, he asked: "But what about the rest of the experiment?" – "The experiment is over. You have exhausted the material possibilities," – the experimenter calmed him down. The boy embarrassedly looked at the nearly blank form: "But what was the point of presenting so many positions if it was only needed to derive a theorem?" The experimenter explained that several people would need to tackle a lot of tasks before they could do that. Sasha was confused: "Can it be so?" Just bewilderment, no sign of the winner's excitement, no feeling of superiority. This exceptional modesty of the strong pupil together with the brilliant reaching of the highest level in the experiment promised outstanding results in the future.

When we found Sasha 5 years later, he was already a post-graduate student. He easily made a pause in his studies. Being told that we would like to repeat the experiment by a new procedure, he said with humor: "I'm a theoretician now and I manage my time myself". He came on the first appointed day. The experiment was done by a new procedure, but a relevant one to "Creative field" method [1]. Sasha demonstrated as high level of creative capacities as he did five years ago.

The next time we met with Sasha in spring 2002, he was a leading scientist already. Still he behaved in the same modest way. He willingly came to my institution for the experiment. He worked securely. The experiment results were identical to the previous. The talks that we had with him showed that his system of values stayed the same.

But how correct was our prognosis of creative potential presence, and its realization in professional life?

In ten years after finishing his postgraduate studies S.N. published a book related to his dissertation. We managed to get the review. Here is a short extract from it: «When the author started writing his book, there was no article devoted to the topic in Landau-Lifshits. Now there is one. And although it sounds sacrilegious, there is something to compare it with... The author has written a book that no researcher in this sphere can do without."

In 2003 Sasha N. became the first Corresponding Member of the Russian Academy of Science among his schoolmates. On the insistence of the institute's staff he was elected the Director of the institute he was working at (one of the most "elite" institutes of the Russian Academy of Science). By the way, being asked previously if he had a laboratory in the institute, he said that he didn't because at the institute they all were

just research fellows.

Another episode distinctive for gifted children we witnessed at Moscow school № 57 when the kids were preparing to go to International Academic Competition (Olympiad) in Australia. P.I. came to the form master and asked to shift the day of his duty (the person on duty mops the floor in the school), because he will be in Australia at that day. He asked about it because he dismissed any thought that someone else could do his duty instead of him. This different facts describe similar personality organization of our testees. It features no sense of exclusiveness, which is a result of consistent targeting at working in the field of interest, the full absorption by this activity. Unfortunately, the high achievements, widely demonstrated in early childhood, logically lead to comprehension of own exclusiveness. The absence of it indicates integrity and self-sufficiency of the character.

As the "Kaleidoscope" theory of V.Frankl says, "when you look in the kaleidoscope you can see only the kaleidoscope; that's how it differs from binoculars or the telescope" [7, c.72]. In this model of cognition a person only produces his world, and only the person can be seen in it. That's why the final conclusion of Frankl sounds so logical: «Only as I step back and forget my own existence, I gain the ability to see something bigger than myself. This self-renunciation is the price that I have to pay for learning the world. To say it shortly, I have to ignore myself». [7, c.72]. If a person cannot do it, his cognitive abilities diminish, because he stems the tide of his cognition. A similar connection between creativity as a result, but not the goal, and consistently realized – and therefore developing – activity seen by the person as the meaning of life, can be easily seen in V.Frankl's analysis.

It needs to be underlined, that while researching the peculiarities of a gifted person's personality it is important to keep in mind that giftedness is the main trait that characterizes the personality. The uncommon longing for learning, inexpugnable desire to share the discoveries with other people, the commitment distinguish the personality of a truly gifted person. Therefore a more correct formulation is used for children's giftedness: «kids with signs of giftedness», because even if the abilities of a child are bright and super ordinary, his or her personality is not set yet.

This is fully true concerning children with disharmonious type of giftedness. The disharmonious type of giftedness is featured by combination of separate high capacities and achievements and serious disturbances of development that require special attention of specialists. «The operational concept of giftedness» states that the disharmonious type of development may be based on a different genetic resource and different age development, that can be characterized either by accelerate pace (about 80%), or by slow pace (about 5%), or even by disturbance of the necessary integration processes. This is particularly typical for highly gifted children. "Their psychics is almost always characterised by a complex of different psychological, psychosomatic and even psychopathologic problems, whereby they are included into the "risk group" [6, C.31].

In scientific and especially popular publications the peculiarities of such child's

personality formation (including the difficulties in adaptation to school surrounding, psychological problems in communication, perfectionism, emotional imbalance and low self-esteem) are often defined as specific, inherent to giftedness phenomenon. A touch of fatalism – "it goes with the gift" – defines the general strategy of working with gifted children. Analysis and definition of real mechanisms, that create these problems, are essential in order to make this work effective, to not overlook the child's giftedness behind the "wall" of problems.

We may conditionally divide the problems typical for formation of personality of gifted kids with disharmonious type into three groups.

The first group features dissynchronicity of different psychical functions development. In that case the child demonstrates obvious signs of giftedness and at the same time dramatic lag (or obvious disturbances) in development, for instance in development of psychomotor and verbal spheres. Motor clumsiness, dyspraxia, dysarthria, dysgraphia are frequent companions of high intellectual abilities. These development disorders often lead to failures at school and other manifestations of disadaptation.

If a gifted young musician or a poet fails to cope with school program on maths or physics, this is perceived as a natural thing. But if an intellectually gifted kid is not able to learn the educational material, this creates a shock in his parents and becomes a puzzle for his teachers. Often capacities of such kids are ignored by the teachers. Pedagogues consider lots of children with pronounced signs of giftedness (in special fields, the accelerated development by intellectual parameters) as lagging in general mental development. Therefore these children get to correction classes. Without adequate environment for development the child's capacities diminish, and his self-esteem goes down abruptly. The child looses faith in his abilities and cognitive interest.

The opposite approach in the educational practice is ignoring development disorders (as it was noted above) and attributing them to giftedness phenomenon. In this case a child does not receive the necessary and timely psychological and pedagogical help.

In 2002 Yura E. was six years old. He was brought to an interview [*] with the aim to select a "strong" school because the child had a phenomenal memory size and strong calculation capacities. Yura could reproduce from memory a big sequence of numbers and a new melody, heard only once. The pedagogues of his kindergarten thought that this abilities show his giftedness, including a special gift for studying foreign languages and maths. They thought natural that he had difficulties in communication with grown ups and peers and disorders in emotional development. They also considered natural for a "remarkable mathematician" to lack empathy. The examination showed that the kid had general verbal and sensomotor underdevelopment and serious disorders in space perception.

The parents got recommendations on correction work with their kid. It was also advised to choose a school with "mild" educational program and without big load of

---

[*]   The neuropsychological examination was done by Goryacheva T.G., Cand. Sc. (Psychology)

studies. Unfortunately, having a strong faith in the kid's giftedness, the parents accused the specialist of incompetence.

As we discovered afterwards, as a result of the development disorders that were not diagnosed in time and refusal of his parents to accept the correction interventions, the boy was not able to study at the school that his parents selected for him. Besides, his phenomenal capacities were "natural" and disappeared with advancing age. But his lack of communication skills, impulsivity and emotional "deafness" stayed the same.

The second group features disorders in general regulation and will. In spite of the highest level of capacities development this kids lack realization in activity. "The fountain of ideas" does not transform in any product. This discrepancy creates serious intrapersonal conflicts that lead to "Oblomov phenomenon". These kids usually get associated with perfectionism as personality peculiarity, although the origin of the phenomenon differs from striving for perfection.

But striving for perfection, the manifestation of perfectionism, can also hardly be considered a specific trait of a gifted kid's personality, although it is habitual to it with no doubt. As V.T.Kudryavtsev fairly notes, perfectionism is intrinsic to any sound subject of educational activity – the one who wants and who is able to study, "the studying one" instead of "a taught one". But, according to the data of Y.D.Babaeva and V.S.Yurkevich, in the cases of kids giftedness perfectionism leads to stress, especially if the child outlives his failures long and painfully. The authors of the book "The Gifted Children" [4, c. 47] point at the non-specificity of this phenomenon. They say that a gifted child makes overstated demands on himself, he "judges by adult standards and hurts and upsets himself without need». Particularly this sometimes creates the low self-esteem in such kids. The «unhealthy» forms of perfectionism are mostly typical for the kids from the third group.

The third group features kids with bright advanced development. If achievement of such kid is vivid against his peers' achievements, this attracts attention of the adults. Occurrence of high capacities in a child provokes exploitation of them. This leads to artificial stimulation of their development detriment to the age specific activities. In this situation the kids are "robbed of childhood", but what is even worse, their personality development becomes distorted and depleted. The feeling of own specialness may create snobbery in a child, and this may result in failures in communication with peers. Constant admiration of people around creates situation where the child by and by looses the right to make mistakes or have failures, because this abruptly lowers his status and is not accepted by adults. It is important to mark the primary role of family here, because it can be a strong factor of a child's personality development distortion. When a specially gifted child is born in a family, it usually breaks the culturally customary stereotypes of kids raising (for example that a child should read by a certain age) and urges to pay more attention to the child's needs. Our observations of the families with gifted children showed that they differ a lot both by styles of kids raising and by the attitude to the kids' abilities (even up to ignoring of the high abilities). Still there is

something common for all this families: this is an explicit or unconscious expectation of high results from the child. Even if the child's giftedness is ignored, his failures at school, at the academic competition, etc. cause if not annoyance, then at list bewilderment in his parents.

Here is a typical example from a colleague's practice (who works as a psychologist at one of the leading regional gymnasiums). Kolya has come to school with his eyes tear-stained. "What happened?" – "My mother scolded me for a long time yesterday". "What was wrong?" – "I did not win the Kolmogorov Tournament in individual championship, and the team got only the second diploma". "Were you the only one in the team?" – "No, there were 6 people. But I wasn't attentive when I wrote down the task. As a result we lost 4 points and got the second diploma in the first League". "Were you the eldest one?' – "No". – "Were you the captain?" – "No". But I inattentively wrote down the task. And my mom said that I will soon become just like everyone else, get down to zero. And my dad too… And I will not study dance as well any more, because I also do not "shine".

Kolya was so upset that he even could not hide his mood from his classmates: "I'm depressed. I feel that people will not respect me anymore, because I didn't win the tournament".

A child's self-esteem depends greatly upon the adult's appraisal. If the child feels that his achievements do not match with what the adult expects from him, he will try by all possible means to overcome this mismatch.

We met Sergey V., a pupil of the 8th form of one of Moscow's leading lyceums, after a teacher's council where his expulsion was discussed. The reason for that was constant long-term truancy. «It's such a pity! He has such good capacities!» – the teachers complained. – If only the psychologists could do something!» Sergey avoided communication with psychologist, gave formal answers, but the standard diagnostic techniques showed that the reasons of his academic failures were to be looked for in his family. As Sergey's mother said, he started reading and calculating independently early. But the main thing was that whatever coterie she would bring the boy, he was predicted great future: a musician, an artist, a chess player, a constructor. The boy easily fulfilled any task and dramatically outrun other children. It was especially vivid in chess: Sergey would never loose in his age group. Sergey's father would happily review the games with him. He perceived the boy's victories as something absolutely natural. When Sergey was six, he achieved adult ranking, and pupils of elder forms and students of higher educational institutes became his partners. Then naturally losses started occurring. At first the boy would honestly tell about them, but his father demonstrated perplexity and displeasure. «Are you an idiot or a lazy bone?» – This was the mildest word of what he would hear as an answer. Then the losses disappeared. Sergey would bring the most difficult parties from the section and tell that he won them. His father's bad mood disappeared too. Long after that it was found out that Sergey lost all these parties, moreover he hadn't attended the section for more than half a year. In the primary school Sergey studied easily, he won all intellectual marathons. In the secondary

school he won academic competitions. Once he took not the premier, but the second place, and instead of congratulations he heard from his teacher: «Well, we'll forgive you this failure this time…»

Sergey entered a lyceum easily. He changed the school by his father's decision. The advanced courses on every school subject started at once, and the boy's performance decreased a little, the «threes» started occurring. This is a usual matter for this school, and the parents are usually informed at the first meeting that the performance may temporarily decrease at the beginning of the studying process. But every Sergey's «three» provoked a scandal in his family. Then the «threes» disappeared, and the «fours» as well. The «chess» story repeated. When it became clear that the boy stopped attending the school, his mother got a sickness list because she was afraid that he will be expelled. Having missed almost a quarter of the studies, Sergey got into a unbearable situation: he needed to quickly reach his form's level in all subjects and to not get marks lower then a «four». This task was almost inexecutable. Sergey continued to maniacally fake off the classes and tell lies about his successes at home although nobody believed him anymore. The truancy was hided by the sickness lists. The mother tried to control her son as tightly as she could: she escorted him to school and picked him up after classes. But this didn't lead to a result. When he was in the 8th form she had to leave her job and be present at school all the time. Then the child made an attempt to go from home.

When asked by the psychologist why this situation was being discussed only after a year, the class mistress answered that formally there were no truancy (because they were all covered by sickness lists), and it never came up to performance appraisal, because when the adults managed to get the boy to the classes, he never got marks less then "three" although he missed lots of studies. His mother also said that she was afraid to ask for help anyone at the school because she didn't want to worsen the situation. After psychological help was given to the parents and after secret wardship after Sergey the situation stabilized. The boy attends school and has good performance. But he became passive, does not enjoy the studying and does not demonstrate any special interests. A gifted preschooler, he became a "grey" schoolboy.

We agree with the statement of V.T.Kudryavtsev that the extent of simplification of mental development in family may significantly exceed what we can see in pre-school and school education.

In this case we can speak about *destruction of personality from inside* [5, №5, c.55]. The fear to not comply with the expectations creates high personal anxiety and perfectionism and leads to the cognitive motivation extinction and domination of achievement motivation in the structure of personality. As a result the creative potential fades. Success in professional activity will further on always be determined by concrete pragmatic tasks.

The situation when a child's capacities are not any more obvious against the achievements of his peers (in high school it is not important at what age one learnt to complete tasks for the seventh form, at 6 or at 14) and the sense of own specialness is

hypertrophic is the most tragical. Kudryavtsev notes, that measuring own significance by achievements "the gifted child practically neglects building the foundation of his inner world, constructing and mastering of personal development general perspectives that intensively happens in childhood, adolescence and youth and develops in the life of creatively evolved adult" [5, №5, c.55]. This is the cease of personal growth and degradation.

Hereby the disharmonious type like cancer contains in itself mechanisms of giftedness elimination. The worst consequences are caused by disregard of the tasks of age development of a child in favor of increasing of separate capacities and as a result – stimulation of high achievements to the detriment of his personality development. Personality is the backbone of giftedness, and if the problems of its forming are ignored, the forming of what we actually expect from a gifted child – the creative personality – is blocked.

We believe that the most important role of psychological support to a gifted child is to switch him from disharmonious to harmonious path of development.

About 10 years ago at a summer creativity school "New names" we noticed a rhyme that perfectly reflected our feeling of summerhouse: "Music of pine trees and roar of trains your hear from home".

A clear parallel could be seen between this child and famous Nika Turbina who ended her life tragically. Although the common opinion was that Oleg will become a big Russian poet, he could not attend school. Like in Nika's case, there were difficult nights without sleep when he had asthmatic attacks. His health condition was complicated by serious endocrine disorders. When we first examined him (he was 13) physiological infantilism was clearly seen. Except sleeping disorders in early childhood his parents reported rapid fatigability, impulsiveness, phobias, behavior disorders. During the examination he was restless, could not sit at his place, constantly ran away for some business.

Based on the early verbal development, his parents and teachers made a conclusion about general intellectual forestalling of Oleg. Therefore while choosing the school for his they considered *only advanced* schools with high studying load. He could not handle it and as a result studied in non-residence form. He didn't have friends among his peers.

The examination showed the reasons of his studying problems. The neuropsychological examination revealed serious disorders of voluntary regulation and probably dysfunction of diencephalic structures of brain, of the right hemisphere and underdevelopment of frontal lobes of the left hemisphere. The easy exhaustion of nervous system with attention fluctuation and inability to distribute attention complicated education at mass school. Despite of "adulthood" of speech he had infantile emotional-motivation sphere which showed on all examination levels [2].

During observation the phenomenon of hyper-care in parenting style was revealed as well as lack of social experience of the child. The parents could not send Oleg to a common school because of behavior problems and poor health. The boy stud-

ied at home. He demonstrated a strong and not realized want to communicate with peers. But long deprivation from communication also cause fear of it. Oleg was afraid of peers, they were "strangers" to him. The kids felt it and also didn't accept him.

Following our recommendations the child started attending a school near his home. It was a rural school with usual educational programme. Children of different social state and abilities attended this school. Among them there were kids who felt proud that had never read a single book. The parents worried how Oleg's relationship with classmates will settle. But the regular attendance of school allowed the capacities of the child to be socially realized in the community of his peers. Gradually his communication problems started disappearing. Now his peers in the street were not "strangers" or hooligans any more, but his classmates. The kids started liking the boy as well, because when he came to school the life in the class and in the school became more interesting. They gathered around him as the magazine editor that won the second diploma at the regional school magazines competition. Their mate became a Winner of the President's Award, so there was pride and not jealousy in their attitude to him. Oleg obtained a new feeling of being needed and the joy of giving. During the next 3 years of observation Oleg grew intellectually a lot. His logic became better, his analysis became systematic and the cognitive self-activity started forming. Oleg demonstrated a high level of creative abilities in the experiment by our method in 2003.

Now Oleg is a successful student of one of the best humanitarian higher educational institutes of the country. He entered the institute a year earlier than his peers. Now there is not only a dream flight, but a demanding search for himself and his own way. While at 13 year old he wrote:

> *I will not fly like a bird ….*
> *I was destined to fly in my dreams.*
> *What can I do and what should I do*
> *From the very moment of my birth? ...*
> *Perhaps I should simply write poems,*
> *Passing by the pine trees of my garden?*

At 18 he writes:

> *The time already outraces me.*
> *By bushes dusted at edges,*
> *I run late and breathless.*
> *The drops riping on the branches*
> *Are intent and downcast.*
> *The heart beats hard in my breast –*
> *I cannot calm it or take it away.*
> *But I don't need to – somewhere ahead*
> *The time seems to come to the finish.*

Now Oleg L. is also in demand professionally as a gifted translator. In 2004 he became a winner of a competition among young poets "Debute". In this year Oleg was invited by US National Library (Likhachev project). Now civil motives dominate in

Oleg. On April16, 2007 a new group "Teplotrassa" performed at a musical party. Here is word by word the mini-manifest of the group: "Teplotrassa" – is a group of poets-friends who felt the kinship of their poems…we would like "Teplotrassa" to become warmth transmitting in the end, a channel via which we will be able to transfer our warmth to you. We feel interesting different kinds of warmth. We are its researchers… we do not only write warm poems. But when we will need to give away the warmth that we gathered, we will meet together". This warmth concept comes from a poem of Oleg who is the ideologist and leader of "Grazhdanskaya oborona" group. In 2008 he became one of 19 best poets of CIS.

So we can tell with certainty that correction work diminishes factors that may lead to giftedness disappearance. Moreover it creates conditions for stability and its progressive development.

The Literature

1. Bogoyavlenskaya D.B. Psychology of creative abilities. – M.: Academy, 2003.
2. Bogoyavlenskaya D.B., Bogoyavlenskaya M.E. Psychology of talent: definitions, types, problems. – M.: MIOO, 2005.
3. Migdal A.V. Psychology of creativity // Science and life. – № 2. – 1976.
4. Tealented children / Translation from English. Edited by B.G. Bourmenskaya and V.M. Sloutskii. – M., 1991.
5. Talented child. – 2004. – ## 4-6.
6. Operational concept of talent. – M.: Maguistr, 1998, 2003.
7. Victor E. Frankl. Man's Search for Meaning . – M.: Progress, 1990.

SOCIAL PSYCHOLOGY

Mendzheritskaya J.A.

Empathic Accuracy in Poly-Ethnic Interaction

This study examines empathic accuracy under the perspective of intercultrual communication. The accent is made on consideration of the concept of empathic accuracy and analysis of empirical findings related to impact of situational variables on empathic accuracy in interpersonal communication. Theoretical background consists of modern approaches to phenomenon of empathy as multi-component social-psychological personality trait. The study is aimed at determination and empirical examination of situational variables that have the most effect on valence empathic accuracy in conflict poly-ethnic interaction.

The findings reveal the combined effects of a number of situational variables on valence empathic accuracy: partner's gender, content of interaction, group membership and interaction conflict potential. In conclusion the conflict patterns of valence empathic accuracy in interaction with a partner of another ethnic out-group are described.

Keywords: *empathy, valence and content accuracy, intercultural interaction, conflict communication*

Cognitive, stabilising, preventive, defensive and other functions of empathic ability defined as ability to give an emotional response on distressed other, to recognise his feelings and thoughts, to choose an appropriate behavioural reaction in order to minimise the suffer of the partner, were well analysed in a number of researches that belongs to different investigation traditions (for review see [4]). At the same time the role of empathy in conflict and aggressive interaction has not been studied well enough yet [5; 10; 28].

Only in few researchers the attempt was made to examine the impact of situational factors of conflict and non-conflict communication on empathic response [27; 31]. Tit is underlined that the shift form the studying of the effects of stable personality characteristics on empathic accuracy to the understanding of the role of situational factors in these processes is the main trend in the modern empathy research. This approach reflects the social-psychological nature of empathy and its interpersonal background [27; 31].

Basing on named above statements the present research is aimed at: 1) consideration of theoretical concepts of empathic accuracy; 2) analysis of existed empirical results concerning impact of situational factors on empathic accuracy in interpersonal interaction; 3) definition and experimental verification of hypothesised impact of situational factors on empathic accuracy in conflict interpersonal interaction.

15

Investigation of empathic accuracy has a long history. In clinical and psychotherapeutic praxis empathic accuracy was determined as one of the most important indices of successful psychotherapy [2; 8; 16; 24]. Some personality researchers [12; 21; 25] devoted their work during a long period of time to the development of valid self-report measure of empathic accuracy. As it was mentioned earlier in communication research a lot of attention was paid to the role of empathic accuracy in successful interpersonal interaction [1; 3; 26].

In his review Ickes et al [23] stressed that such terms as «discrimination ability», «perceptive accuracy», «social acuity» and «social intellect» were used as synonyms for the term «empathic accuracy». Another American psychologist Duan [13] suggested to describe empathic accuracy through congruency of empathic response in order to point out the similarity of feelings and thoughts between observer and target. Accumulating most distinguishing features empathic accuracy could be defined as 1) ability 2) to understand, interpret, and infer 3) accurately 4) in thoughts, feelings and behaviour reasons 5) of the other.

It is worthy to mention that in above listed synonymous terms the accent is done on cognitive elements of empathic accuracy. Affective aspects of empathic accuracy are studied in some investigations of Davis [12]. He pointed out that there are two types of empathic response on partner's feelings – parallel and reactive empathic response. Parallel empathic response relates to observer's emotional response that completely repeats or goes along with experiences of the target. For example, the observer responses with fear when the target is frightened, and with sorrow when the target is upset.

In comparison to parallel type of empathic response the reactive type includes observer's emotional reaction on target's feeling that has more reflexive character and includes the attitude of the observer towards the partner's feelings and thoughts. The reactive type of empathic response has two subtypes. First subtype is defined as empathic concern and relates to more wide spectrum of affective reactions of sympathy, shame or anger that observer could experience, for example, towards unfairly abused target. Another subtype of reactive empathic response is determined as «empathic distress». It manifests itself in self-focused affective reactions of narrower spectrum. For example, the observer reacts with frustration, unease and anxiety on feelings of the target. Eisenberg et al [15] suppose that parallel emotional reactions are more automotive and dominate at the first stage of empathic response. At the same time they have the preparatory function for the next coming stage of reactive empathic response.

With the aim to combine various interpretations of the phenomenon of empathic accuracy Ickes [21] proposed his own definition of empathic accuracy in which he follows the recent trend in the sphere of empathy research [7; 9; 12; 14; 18] and underlined the multi-component affective-cognitive structure of empathy. Ickes [21] determined two forms of empathic accuracy – content accuracy and valence accuracy. Content accuracy is understood as matching between observer's description of the inferred

content of target's feelings and thoughts and actual feelings and thoughts reported by target. Valence accuracy refers to the degree to which observer's inferences about emotional tone of target's feelings and thoughts match the actual valence of the specific thoughts and feelings reported by target. Content accuracy, in comparison to valence accuracy, requires more intensive preliminary intellectual processing of inferred contents of target's reactions, whereas in the background of the valence accuracy more automatic and immediate reactions on target's feelings and thoughts operate.

The combination of two approaches to classification of empathic accuracy types developed by Ickes [21] and Davis [12] is represented in the original scheme below (Picture 1).
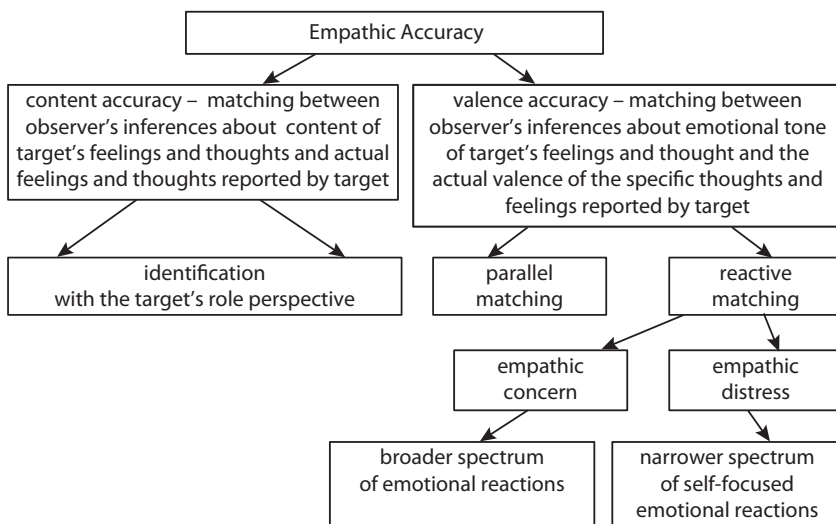
Pic. 1. Types of empathic accuracy

The most investigated situational factors influencing the empathic accuracy include both characteristics of target and characteristics of situation: 1) similarity between observer and target; 2) target's attractiveness; 3) observer's and target's membership in the same social group (professional or ethnic/cultural group); 4) motivation to show empathic responses; 5) readability of target's emotional states; 6) valence of partner's emotional states; 7) content of interaction situation; 8) emotional expressivity of partner; 9) partner's gender; 10) attitude towards the partner; 11) context of partner's experiences [12; 13; 15; 17; 19; 20; 21; 31] .

The experimental design applied in the frameworks of this research tradition aimed at analysis of influence of similarity between observer and target on empathic accuracy includes instructions according to which one aspect of the observer's personal experience is perceived as similar (or different) to the target's experience. The

findings [12] suggest that similarity of social experience (for example, participation in the same experiment, or identical results in psychological tests) is positively associated with higher matching between emotional reactions of the observer on emotional states of the target and target's actual understanding of his/her feelings and thoughts. According to the above described distinction between parallel and reactive empathic response [12;15] this empathic reaction could be classified as parallel empathic response.

From the other side it was shown [21] that the impact of similarity in scientific interests and achievements as far as the effect of identical value orientations on empathic accuracy is dependent on the content of emotion elicited situation. In the case when the target experiences negative emotions caused by his/her desire to be independent the mentioned above effect of similarity variable is less significant as in situation when the target was rejected from the beloved one.

Higgins [21] used in his experiments the similarity between observer and target in the sphere of personal problems. He could also demonstrate the clear association between increasing of reactive empathic response and high level of personal vulnerability similarity.

The researchers' opinion about association between empathic accuracy and empathic distress is diverse. In a number of earlier studies [12] the link between observer-target similarity and empathic distress was demonstrated with the same high evidence as in relation to empathic concern.

In more recent studies of Houston [20] it is stressed that similarity variable does not have a linear interconnection with increasing of empathic distress. Houston [20] analysed the effect of two similarity types referred to two forms of personality incongruence – discrepancy between real and ideal self and discrepancy between real and ought self respectively. He found out that similarity in personal discrepancy between the observer and the target does not increase the level of empathic distress. Empathic distress is connected with the degree of discrepancy in the observer's self-concept. Observer who is characterised with high self-concept discrepancy is blind towards the feelings of the partner. Taken together the data testifies that the observer's high personality vulnerability is one of the leading mechanisms in the processes of empathic distress. In opposite, empathic concern is associated with similarity in self-incongruence type between observer and target.

Ickes considered in his overview [21] the influence of «readability» of partner's emotional states and the nature of association between observer and target (degree of acquaintance) in relation to empathic accuracy. He stated that «unreadability» of partner's emotional states diminish empathic accuracy. Under «unreadability» Ickes understood inconsistence of partner's emotional states, affective ambivalence of emotions communicated from partner, the desire to hide or suppress own feelings, the wish to show only socially desirable feelings.

Another set of experiments [17] revealed that content and valence empathic accuracy independent from individual's gender is 50% higher when the target and observ-

er are friends. Researchers concluded that friendship supposes deeper understanding of partner's experiences that becomes in its turn an important factor in increasing of matching between observer's and target's emotional reactions.

Association between observer's empathic accuracy and emotional expressivity is discussed in the study of Zaki et al [31]. Emotional expressivity is defined as individual's tendency to behave in accordance with his/her experienced emotions. Emotional expressivity has positive impact on observer's empathic accuracy.

In a very small body of empathy research the attention is paid to the analysis of interaction between several listed above variables and empathic accuracy. For example, Holz-Ebeling and Steinmetz [19] studied impact of following situational factors on empathic accuracy: 1) attitude towards the partner (positive vs. negative); 2) type of partner's experiences (thoughts, feelings or needs); 3) valence of partner's emotional states (positive vs. negative); 4) partner's gender.

Authors came to the conclusion that positive attitude towards the partner had an positive effect on empathic accuracy. The negative attitude towards partner could also increase the empathic accuracy only in condition when partner experiences intensive negative emotions connected with frustration of his needs. The effect of partner's experience type has following tendency: the observer reacts with higher empathic accuracy only on partner's negative feelings which reflect his unrealised wishes or unsatisfied needs. In comparison to male partner the affective experiences of female partner evoke more accurate empathic responses. The lowest empathic accuracy was registered in relation to male partner to whom the observer has negative attitude. It was also shown that negative valence of partner's feelings is associated with increasing of observer's empathic accuracy. The effect of negative valence is stronger when observer's attitude towards partner was negative and partner reported about unsatisfied needs.

Another association between valence of target's emotional states and observer's empathic accuracy was revealed in the research of Duan [13]. The results demonstrate that accuracy (congruency) of empathic reactions is dependent on valence and subjective attractiveness of target's emotional states. She analysed the impact of three positive emotional states (happiness, pride, and release) and three negative emotional states (sadness, shame, and anger). All three studied positive emotions and only one negative emotion – sadness, have positive effect on empathic accuracy. According to Duan [13] the explanation of revealed association is based on the subjective pleasantness of these emotions and general tendency of individuals to show congruent reactions when partner experiences positive and subjective pleasant emotions.

In her meta-analysis Steins [29] made an attempt to determine the impact of partner's attractiveness and conflict potential of interaction on relation between content and valence empathic accuracy. Results testify that content and valence empathic accuracy do not correlate when partner is perceived as less attractive and the conflict potential of interaction is low. If one of the parameters (partner's attractiveness or conflict potential of interaction) is high, then association between content and valence

empathic accuracy is strong. When partner is highly attractive for the observer and the possibility of conflict interaction is high, then content and valence empathic accuracy correlates negatively. Summarising the data show that, firstly, the high level of valence empathic accuracy does not always predict the high level of content empathic accuracy and vice versa. Secondly, the same situational variables have difference impact on manifestation of valence and content empathic accuracy.

The influence of conflict communication on changes in empathic accuracy was also studied in one of our researches [6]. Results revealed that in interaction situation that threaten observer's psychological unity and personality safety the empathic accuracy is low and is characterised through inversion, narrowness and cross-situational inconsistency.

In addition to other situational variables Ickes et al [22] found that empathic accuracy of male participants is lower if the experimental instruction includes words that are associated with the phenomenon of empathy, for example, compassion, emotional response, emotional sensitivity etc. Researches found that the lower empathic accuracy in male subjects was always displayed when investigation goals were open declared. They explained this association in relation to lower male motivation to react empathic because they are afraid to be out of male gender role and not to correspond to the social desirable behaviour pattern accepted in the society.

Ambiguous results in relation to the role of group membership variable in the processes of empathic accuracy reported Stürmer et al [30]. Researchers pointed out that chronic or induced group membership, for example, to the same ethnic in-group, increases the valence empathic accuracy, whereas absence of ethnic similarity positive effects the content empathic accuracy and at the same time diminishes the valence accuracy of empathic response. It is underlined that differentiating effect of group membership on content and valence empathic accuracy is related to different mechanisms which initiate and accompany the processes of interaction with the member of in- and out-group.

Summarising the mentioned above finding from different spheres of empathy research it is worthy to conclude that 1) the most promising approach to the analysis of situational variables effect on empathic accuracy includes consideration of impact of various situational variables; 2) the influence of conflict interaction on valence empathic accuracy, and, especially, on degree of empathic distress is not sufficient studied; 3) the attention is paid to the observer's and target's group membership and to the association of group membership with empathic accuracy under the perspective of chronic culture [11].

In the present research we made an accent, firstly, on experimental examination of combined effects of such variables as partner's gender, content of interaction situation, partner's ethnicity and conflict probability on degree of valence empathic accuracy, and, secondly, on description of conflict interaction patterns of valence empathic accuracy variability in poly- and mono-ethnic interaction caused by mentioned in 1) situational variables.

The set of tasks was modified for the purposes of assessment of the valance empathic accuracy in interaction situations [6], in which the interaction type was varied

in accordance with examined situational variables: 1) content of interaction (rejection/ offence/ limitation/ accusation); 2) group membership (high vs. low degree of similarity); 3) partner's gender (female vs. male); 4) conflict potential of interaction (high vs. low conflict probability).

Each participant received a set of depicted situations that display an interaction of target with another person who frustrates target's social needs. According to instruction participants should imagine themselves as if they were the witnesses of depicted interaction situation and describe their reactions towards the «victim». Further on the instruction contains information about the probability of conflict between observer and «victim». The participants received either the possibility to react in direction that could increase the potential conflict or diminish it. Each interaction situation was divided in relation to context into «reject-situations», «accusation-situations», «offence-situations» and «limitation- situation».

The group membership (ethnic group) of the target was identified both in the instruction and in stimulus material. The possible ethnic out-groups were chosen basing on the index of psychological distance between the members of majority ethnic group (Russians, in-group) and other minority ethnic groups (out-groups). Taking into account the ethnical specifics of Rostov region, where the study was conducted, there were selected minority groups with different psychological distance towards majority group: Armenians, Azerbaijanians, and Tatars.

Participants were asked to react emotionally to target's feelings by choosing of appropriate facial expression picture from the set. For this purpose participants became a set of 9 pictures displayed male and female faces expressing emotions of different valence.

As measure for integral characteristics of valence empathic accuracy in interaction situation were taken: 1) valence empathic accuracy assessed as a number of the observer's empathic concern responses matched in valence with emotional states of the target; 2) valence empathic accuracy assessed as a number of the observer's empathic distress responses (self-focused responses) unmatched in valence with emotional states of the target.

84 participants, students of two universities in Rostov-on-Don (26 males and 58 females) in the age of 19- 22 took part in the investigation. The collection of data was realised in the frameworks of INTAS - Grant (No: YSF 01/1-199).

Results of regression analysis conducted separately for each of the examined situational variables used as predictors revealed that 1) conflict interaction effects negatively the degree of empathic concern responses and positively the degree of empathic distress responses; 2) partner's female gender effects positively both empathic concern and empathic distress; 3) statistical significant was the impact of the situation «offence» on increasing of empathic distress and decreasing of empathic concern; 4) target's group membership in out-group diminishes significantly both empathic concern and empathic distress.

Because the main purpose of the present research belongs to the studying of patterns of empathic accuracy in conflict interaction the additional analysis was aimed

to the combined effects of situational variables on empathic accuracy in the condition with high conflict probability between observer and target. According to the established tradition in the sphere of empathy research it seems worthy to group the obtained results in relation to participants' gender.

Thus, empathic concern and empathic distress of male participants (Diagram 1) in situations with high conflict probability is effected by a number of situational variables that are not correlated (correlation coefficient between $r = 0.29$ and $r = 0.24$ for different variables). Empathic concern significantly decreases when female target is observed in «rejection» and «limitation» situations ($t = 2,821$, $a = 0,01$).

Diagram 1. Degree of empathic concern and empathic distress of male participants in interaction situation with high conflict probability in relation to partner's gender, ethnic out-group membership and interaction context (black line displays empathic distress).

Empathic distress of male observers increases only in interaction with female target independent of her out-group membership and context of interaction ($t = -2,672$, $a = 0,14$). It should be mentioned that with the increasing of psychological distance towards target's out-group the empathic concern diminishes ($t = 2,065$, $a = 0,50$) and empathic distress grows ($t = -3,347$, $a = 0,03$) (Diagram 1).

In the group of female participants (Diagram 2) empathic concern and empathic distress are related to each other and show both positive (correlation coefficient between $r = 0.55$ and $r = 0.60$) and negative correlation (correlation coefficient between $r = -0.30$ and $r = -0.51$) dependent on conditions. Empathic concern and empathic distress grow in the condition when female target independent of her out-group membership interacts in the situation «rejection/limitation» ($t = 3,495$ и $t = -3,488$, $a = 0,001$) or when male target is observed in the situation «accusation/offence» ($t = 4,033$ и $t = -3,912$, $a = 0,000$).
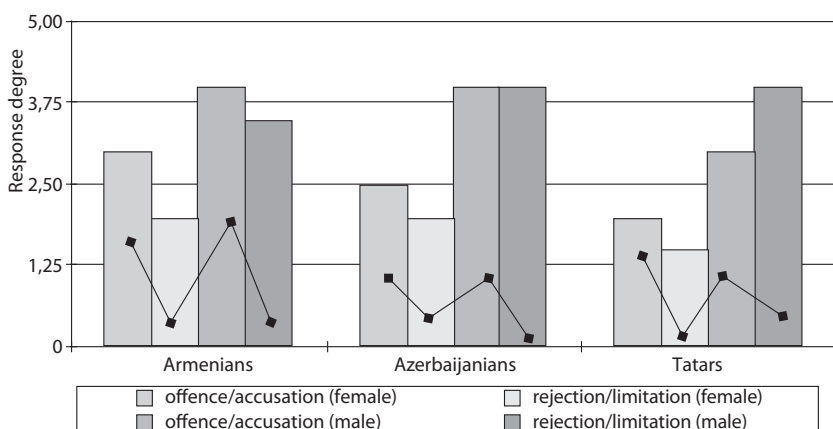
22
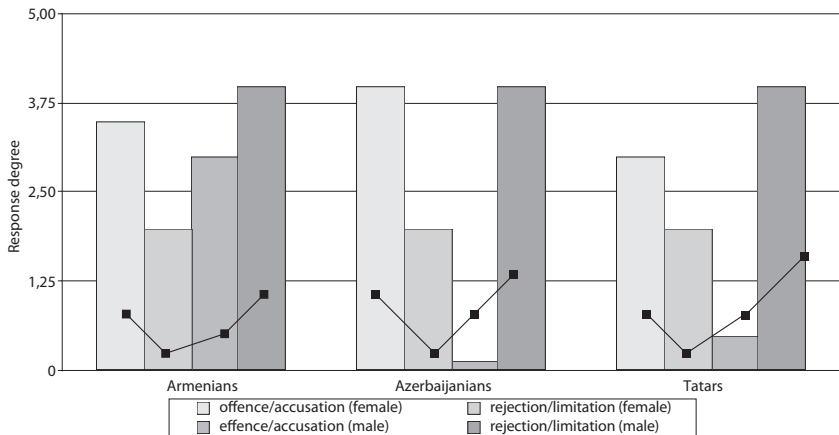
Diagram 2. Degree of empathic concern and empathic distress of female participants in interaction situation with high probability of conflict in relation to partner's gender, ethnic out-group membership and interaction context (black line displays empathic distress).

The increasing of psychological distance towards the target's out-group effected the growth of empathic distress reactions and diminishes the empathic concern reactions. This tendency is most evident in the condition with male target ($t = -3,384$, $a = 0,003$). The smallest degree of empathic concern and empathic distress is displayed by female observers while interacting with female target in situation «limitation/rejection» ограничения ($t = -2,118$, $a = 0,05$, and $t = -2,766$, $a = 0,04$) (Diagram 2).

Results allow to conclude that male conflict pattern of valence empathic accuracy is characterised through general tendency to minimise emotional participation in negative emotional experiences of a partner both in form of empathic concern and in form of empathic distress. The strongest effect on valence empathic accuracy in interaction with the partner of ethnic out-group has partner's female gender. The main characteristic of female conflict pattern of valence empathic accuracy consists of higher and more differentiated association between empathic response and situational factors. The strongest impact on valence empathic accuracy in interaction with the partner of ethnic out-group has situation context and partner's gender. Thus, it is typical for conflict interaction situation with the partner of ethnic out-group that the observer tends to establish emotional distance and focus on his/her own emotional experience that manifests in decreasing of empathic concern and increasing of empathic distress and grows proportionally in relation to the psychological and social dissimilarity between observer and target.

The Literature

1. Andreeva G.M. Social Psychology. Moscow, 1996.
2. Cohut H. Introspection, Empathy, and Psychoanalysis: Investigation of Interrelations between Method of Observation and Theory. T.1 Moscow, 2000. - pp. 282-99.
3. Labunskaya V.A.. Human Expression: Communication and Interpersonal Perception. Rostov-on-Don, Phoenix, 1999.
4. Mendzheritskaya J.A. Psychology of Empathy. Social Psychology in Questions and Answers. Edt. V.A. Labunskaya. Gordarica Press, Moscow, 1999.
5. Mendzheritskaya J.A. Empathy and its Role in Situations of Miscommunication. Psychology of Miscommunication. Edt. V.A. Labunskaya. Academy Press, Moscow, 2001, pp. 165-179.
6. Mendzheritskaya J.A. Empathy of Personality with Difficult and Non-Difficult Communication Style // Practical psychology. 1999, N 4, pp. 15-19.
7. Pashukova T.I. Motivating Function of Empathy // Motivational Sphere of Personality. Novosibirsk, 1984, pp. 62-70.
8. Rogers C. View on Psychotherapy. Human Development. – Moscow, 1994.
9. Batson C.D. Information Function of Empathic Emotion. Journal of Personality and Social Psychology, vol. 68, 1995, pp. 300-313.
10. Christopher F.S., Qwens L.A., Steker H.L. Exploring the Dark Side of Courtship: A Test of a Model of Male Premarital Sexual Aggression // Journal of Marriage and the Family, Vol. 55, 1993, pp. 469-479.
11. Cohen D., Gunz, A. As Seen by the Other…: Perspectives on the Self in the Memories and Emotional Perceptions of Easterners and Westerners. Psychological Science, Vol. 13, No. 1, 2002, pp. 55-59.
12. Davis, Mark H. Empathy: a Social Psychologial Approach. WCB Brown Benchmark. 1994.
13. Duan, C. Being Empathic: The function of Intention to Empathize and Nature of Emotion. Motivation and Emotion, 24(1), 2000, pp. 29-49.
14. Eisenberg N. Empathy and Sympathy: a Brief Review of the Concepts and Empirical Literature // Anthrozoos. Vol. 2. N 1, 1988, pp. 15-17.
15. Eisenberg N. Schaller M., Fabs R., Bustamante D., Mathy R, Shell, R, Rhodes K. Differentiation of Personal Distress and Sympathy in Children and Adults // Developmental Psychology. Vol. 24. N 6, 1988, pp. 766-775.
16. Goldstein, A., & Michaels, G. Empathy: Development, Training, and Consequences. Hillsdale, NJ: Lawrence Earlbaum Associates. 1985.
17. Graham, T., & Ickes, W.). When Women's intuition isn't Greater than men's. In W. Ickes (Ed.), Empathic Accuracy. New York: Guilford. Higgins, 1997, pp. 117-143.
18. Hoffman M.L. The Development of Empathy // Altruism and Helping Behavior: Social personality and Developmental Perspectives / Edt. by J.P. Rushton and R.M. Sorrenting. - Hillsdale, 1981, pp. 41-63.
19. Holz-Ebeling F., and Steinmetz M. Wie brauchbar sind die vorliegenden Fragebogen zur Messung von Empathie? Zeitschrift für differentielle und diagnostische Psychologie, Band 16, Heft 1, 1995, S.11 -18.

20. Houston D.A. Empathy and the Self: Cognitive and Emotional Influences on the Evaluation of Negative Affect in Others // Journal of Personality and Social Psychology. Vol. 59. N 5. 1990, pp. 859-868.
21. Ickes, W. Empathic Accuracy. New York: Guilford. Higgins. 1997.
22. Ickes W., Gesn Pr., Graham T. Gender Differences in Empathic Accuracy: Differential Ability or Differential Motivation? Personal Relationships, Band 7, Heft 1, 2000, p. 95.
23. Ickes, W, Stinson L., Bissonette, V. Naturalistic Social Cognition: Empathic Accuracy in Mixed-Sex Dyads. Journal of Personality and Social Psychology Vol. 59, 1990, pp. 730-742
24. Marks, S., Tolsma, R. Empathy Research: Some Methodological Considerations. Psychotherapy, 23, 1986, p. 420
25. Mehrabian A., Epstein N. A Measure of Emotional Empathy // Journal of Personality. - Vol. 40. 1972, pp. 525-543.
26. Mehrabian A., Reed H. Factors Influencing Judgments of Psychopathology. Psychological Reports. Feb; 24(1), 1969, pp. 323-30.
27. Redmond M.V. The Functions of Empathy (Decentering) in Human Relations // Human Relations. Vol. 42. N 7., 1989, pp. 593-605.
28. Richardson D., Hammok G., Smith S., Gardner W., Signo M. Empathy as a Cognitive Inhibitor of Interpersonal Aggression // Aggressive Behaviour, Vol. 20, N 4, 1994, pp. 275-289.
29. Steins, Gisela Diagnostik von Empathie und Perspektivenübernahme: Eine Überprüfung des Zusammenhangs beider Konstrukte und Implikationen für die Messung. Diagnostica vol. 44, No. 3, 1998, 117-129.
30. Stürmer S., Snyder M., B. Siem. Empathy-Motivated Helping: The Moderating Role of Group Membership Personality and Social Psychology Bulletin, Vol. 32, No. 7, 2006, pp. 943-956
31. Zaki J., Bolger N., Ochsner K. It Takes Two: The Interpersonal Nature of Empathic Accuracy. Psychological Science . Volume 19, Issue 4, 2008, pp. 399-404.

Labounskaya V.A.

Theoretical and Empirical Basics of a Measure of Ability to Adequate Interpretation of Nonverbal Behavior

The present study is based on the theoretical approach to the structure of the ability to nonverbal behavior interpretation in which the following principal statements are stressed: nature and functions of nonverbal behavior are reflected in social interaction, attention to peculiarities of expressive behavior interpretation, significance of deliberate encoding of expressive behavior and explanation of social and emotional intellect as a complex of personality social abilities. Ability to psychological interpretation of nonverbal behavior consists of a number of sub-abilities which could be assessed through various types of social-perceptive and communication tasks. Adequacy of recognition and understanding of nonverbal behavior forms, adequacy of implementation of nonverbal behavior patterns in relationships regulation; adequacy of expression regulation (encoding) are integral indicators of the ability to adequate interpretation of nonverbal behavior.

Key words: *social abilities, nonverbal expressive behavior, interpretation of expressive behavior, encoding of expressive behavior, interpretational scheme, ability structure.*

It is well known that communication because of its various features could be perceived as a creative task which resolving is dependent from a number of partners' abilities and skills which in their turn develop in the sphere of social-psychological practices and represent individual's social-psychological traits and abilities. The development of social abilities of personality presents one of the main research problems in Psychology of Nonverbal Behavior and Psychology of Social Perception.

The problem of social abilities of personality is considered in the modern Social Psychology under following perspectives: social-psychological, social-perceptual competence, social intelligence, intelligence of interpersonal relations, emotional intelligence, social imagination, social acuity, social-psychological attentiveness. Only in the recent time the mentioned concepts and their accompanied phenomena became the subject of theoretical analysis and experimental comparative investigation. One of the reasons of renewed attention of researchers to the social abilities of personality was the discovery of the fact that laws of personality cognitive sphere development are mediated through its objective activity and do not coincide with peculiarities of personality development as subject of perception, communication, and social practice of interaction. In mid 60-th Q. Sullivan, D. Guilford, R. Miller showed in their study that there is a group of abilities which developmental level does not depend on development level of «real intelligence» [28].

D.V. Ushakov [20] defined the social intelligence as ability to social events perception. He underlined the dependence of social intelligence developmental level from

combination of several factors including individual's personality traits and his biography. This conclusion has a special significance for the present study because it stresses that development of different functions of nonverbal behavior, ability to perceive the individual nonverbal behavior and to establish connections between inner and outer aspects, are influences by combination of cultural, social, social-psychological personality characteristics, and individual's life experiences, that determine the direction of interpretation and turn the interaction situation into creative task. V.N. Kunitzina [12, p.469] describes social intelligence as „global ability that arises on the base of intellectual, personality, communicative and behavioral traits».

The results of emotional intelligence research are also very important for the present study. Emotional intelligence is defined as substructure of social intelligence consisted of several abilities. According to D.W. Ljusina [20, p.33] emotional intelligence is understood as „ability to understand one's own and others' emotions and to manage them» [20, p.33], whereas I.N. Andreeva [2] underlines that emotional intelligence – is stable mental ability which structure consists of ability to discriminate and to express emotions.

Thus, variability of terminology associated with the sphere of social abilities reflects its multilevel character. At the same time the used terms have a number of similar aspects. First, they define an ability and therefore are connected with special activity and relate to personality traits. Second, they are aimed at establishment of connection between events where the persons are main actors. Third, main indicator of high or low ability to establish relations between communication events is interpretation adequacy, inference accuracy, forecasting correctness, relevance of chosen reactions and verbal and nonverbal responding type. Fourth, independent from the context of social events analysis, they are described as complex structural formation consisting of ability to adequate interpretation and accurate understanding of nonverbal behavior.

Each social ability including ability to adequate interpretation of nonverbal behavior manifests itself in an appropriate context of activity with relevant social-perceptive communication tasks. Because of this fact the measure of nonverbal behavior interpretation should include a «task». The difficulty relates to the determination of «tasks» and indices of adequate interpretation of nonverbal behavior.

Principally important for the extension of knowledge about ability of nonverbal behavior interpretation and methods of its measure could be a statement that both social intelligence and its structural element - emotional intelligence, contain behavioral component and ability to regulate relationships and to manage emotions through control of emotional expression [4, 6, 7, 20].

The description of «tasks» in the «Measure of Ability to Adequate Interpretation of Nonverbal Behavior» is based on our theoretical positions concerning phenomena of «nonverbal behavior» and «interpretation». In one of the resent books [29] that includes a meta-analysis devoted to methodology and research methods of nonverbal behavior is stated that during the last 20 years (the starting point is the publication years of the

collective monograph [26] that formulate the problems of nonverbal behavior investigation) there is a growing interest towards nonverbal behavior of personality and group. A lot of studies are aimed at examination of facial expression, eye contact, gestures, postures, but the main characteristics of the modern nonverbal research generation consists in the tendency to use nonverbal behavior components as indices or assessment measures for attitudes, interaction styles, and as valid method of testing of various abilities and skills. Authors [29] concluded that the number of publications increased more than six times in comparison with 1984. They contain information about nonverbal behavior application as an indicator of infants' social development, personality attractiveness, level of prejudice, agreeableness, empathy, helping behavior. The cultural differences in nonverbal behavior are defined and nonverbal behavior patterns of dominant, introvert – extravert, dependent – independent personality are described. All these studies allow to conclude that in different social contexts nonverbal behavior has various functions: understanding of personality, exertion of influence, regulation of own and partner's behavior, control factor, indicator of professional and other skills development. It should be stressed that Western psychologists tend to replace the nonverbal behavior investigation into applied sphere. Attention is paid to the analysis of relation of nonverbal behavior to interpersonal sensitivity, systems of nonverbal behavior of different dyad types and experts evaluation of nonverbal behavior parameter of investigation participants. Another group of researches is devoted to so called «technical approaches» to encoding and decoding of nonverbal expression and its recognition. In the frameworks of the discussion about appropriate measure of ability to adequate interpretation the methods that test inference and level of nonverbal behavior encoding are of great interest. Often social abilities that operate during the processes of nonverbal behavior perception are defined as «interpersonal sensitivity», «social skills». Judith A. Hall, Frank J. Bernieri, and Dana R. Carney [29] listed the most used measures of interpersonal sensitivity. Those measures that include a set of «tasks» aimed at perception, recognition, understanding, interpretation, and encoding of expression are considered below. The test PONS «Profile of Nonverbal Sensitivity» developed by R. Rosenthal and colleagues [29] consists of 220 audio, video and combined clips depicting nonverbal behavioral patterns that differ in the level of positivity and dominance. This test is used in applied studies that testify the relation between high «nonverbal behavior sensitivity» and some personality traits. Another set of «tasks» is used in the test IPT (Interpersonal Perception Task) [29]. The «tasks» of IPT are aimed to measure the ability the relationships recognition between observed targets based on their verbal and nonverbal behavior.

Diagnostic Analysis of Nonverbal Accuracy (DANVA) measures the sensitivity to nonverbal emotional expression. It includes pictures of emotional expression and audio representations of emotional states. The results of this test correlate with social adaptation and «mental adjustment». Well-known measure of empathic accuracy was developed by Ickes [29] and named as Empathic Accuracy Standard-Cue Methodology. This method suggests to turn to real interaction situations with the purpose of investigation of communicative sensitivity, accuracy of nonverbal behavior inference,

and sensitivity towards own behavior. Participants interpret the partner's nonverbal behavior, relate it to the verbal behavior and on this basis define the partner's emotional states and thoughts. «Interpersonal sensitivity», accuracy of nonverbal behavior understanding, regulation of relationships based on expression is measured with the help of MSCEIT developed by the group of researches with initial aim to assess the emotional intelligence (EI) [2,4,6,17,20]. We would like to stress that MSCEIT tasks measure the ability to infer the emotional states with the help of emotional expression cues that usually applied in the studies of different nonverbal behavior components.

Thus, modern psychology of nonverbal behavior suggests relatively large range of measures aimed to solve a number of research and practical tasks. At the same time this research branch experiences some difficulties that limits the «tasks» and sphere of their application. As a rule, by the development of any measure the attention is paid only to some nonverbal behavior components (posture, facial expression etc.). This limitation of methodical tasks is caused by variability and complexity of nonverbal behavior phenomenon. That is why it is important to precise the author's original approach that served as a framework for the «Measure of Ability to Adequate Interpretation of Nonverbal Behavior».

First group of theoretical assumptions concerns the nature of diagnostic and regulatory functions of nonverbal behavior. From the whole spectrum of human nonverbal behavior we consider only expressive behavior which main function according to its concept and similarly to language main function consists in the fact of expression. At the same time the concept of expressive behavior underlines immediate association between individual's inner world and its outer expression. The accent is made on analysis of following aspects of personality expressivity: mimics, gestures, postures, touching behavior, eye contact. That is why the «tasks» in the «Measure of Ability to Adequate Interpretation of Nonverbal Behavior» contain mentioned above expressive channels related to emotional states, attitudes, personality traits, social status etc.

Main feature of expressive behavior is its dynamics and variability connected with personality changes. From the other side, expressive behavior represents a unity of movements distinguished through different levels of intentionality, directionality and consciousness. Along with stable repeatable movements expressive behavior contains also elements that match with personality's dynamic states. In their turn they are combined with individual and group programs of expressive behavior. According to these circumstances personality expression is not organized as a system of codes with strict associated meanings, but it has the field of psychological meanings. Expressive behavior relates to poly-functional phenomena possessing communicative, affective, cognitive regulatory functions.

Basing on characteristics of expressive behavior mentioned above we define the expressive nonverbal behavior as nonverbal expression of personality, as external nonverbal self-image including conscious and unconscious components.

Thus, taking into account the interest of scientific society to expressive behavior underlying the dynamics and holism of human expression, we would like to stress that

developed «tasks» in our measure correspond only to few features of human expression. They regard indicative and regulatory functions of expression, level of holism, psychological ambiguity, and absence of verbal equivalents for each expressive behavior form. Suggested «tasks» do not reproduce main characteristics of expression – dynamics. As argued that examination of personality's nonverbal behavior, its expressive behavior is realized in many domestic and foreign studies applying the method «stop frame» that allows a post fact analysis using «frame-by-frame» technique. The transition of dynamic formation in static is one of the main difficulties of psychology of nonverbal behavior, especially, when nonverbal behavior is used for the purposes of demonstration and determination of social skills.

Analyzing the characteristics of expressive behavior interpretation researchers are interested to distinguish clear associations between facial expression and psychical states. This approach does not suppose the investigation of interpretation processes that in human sciences are reduced to personal experience and subjective opinion, as well as to various forms of explanations, analysis and translation of target event into images system and visual representations. In some studies the processes of perception, understanding, and interpretation are identified as establishment of strict associations between expression and personality traits that in its turn makes the concept of interpretation unnecessary and reduces it to a very narrow aspect – decoding. The reduction of interpretation to decoding does not correspond to the nature of expressive behavior, its special psycho-semiotic status and its final communication purpose – presentation for interaction partner [29, p.400]. Dependence of choice of expression «psychological meaning» from situation, from partner's position in communication makes the process of interpretation actualization unendless inevitable. Consequently, it is not enough to characterize this process as «accurate», it is more suitable to apply the term «adequacy». Taking into account that nonverbal behavior represents the system of signs consisting of stable repeatable movement dependent on situational conditions and individual and group behavioral programs, the establishment of connections between them and psychological traits of personality will not always lead to its accurate understanding. From this point of view interpretation processes could have also another connecting aspect with personality concept, if they are considered as interpretational schemes facilitating or complicating the accuracy and adequacy of inferences. This conclusion is supported by the studies aimed at analysis of association between decoding and nonverbal behavior interpretation and relation of different individual characteristics to adequate understanding of nonverbal behavior [8, 9, 17, 19, 23].

Along with these statements it is worthy to mention that in our study the interpretation is defined as creative cognitive process directed on reconstruction of not always evident psychological and socio-psychological meanings of nonverbal behavior, on analysis of connections between them and personality and group psychological, socio-psychological characteristics. This approach allows to determine the verbal identification of nonverbal behavior in terms of personality and group psychologi-

cal and socio-psychological characteristics. Analysis of interpretation and interpretational schemes through verbal meanings corresponds to the officially recognized in domestic psychology fact: the human perception is realized through socially developed etalons and exists on the basis of language. During interpretation verbal signs should not be understood as separated process but as a process that is included in interpretational activity. At the same time verbalization of meanings is dependent on level of verbal ability development and verbal repertoire. Thesaurus of psychological meanings of nonverbal behavior is formed in everyday communication and reflects the level of everyday consciousness. The influence of these factors on verbal attribution of relations between nonverbal behavior and personality and group psychological characteristics could not be overtaken completely.

Along with full evidence and possibility to study of interpretation on the basis of verbal meanings it is important not to forget the peculiarities of nonverbal behavior: a lot of aspects of nonverbal behavior is difficult to translate into any language code without some lost of its meaning. In the process of communication nonverbal behavior operates as target and becomes an equivocal interpretation covering different personality and group characteristics. In its turn verbal meanings represent not only a socially fixed knowledge form, but also features of individual consciousness. All these considerations require the development of special measures of nonverbal behavior interpretation assessment in interpersonal communication in order to identify the sphere of its psychological and social-psychological meanings that could be used as indicators of adequacy level of nonverbal behavior interpretation realized in verbal and nonverbal outputs of «tasks» resolving. The search for psychological meanings could be undertaken through the analysis of situation, of expected actions of partner, of partner's emotional states and experiences. That is why the process of interpretation could not be finished only by selecting of appropriate psychological relations between outer and inner cues, but also includes identification of situation, stimuli, expected partner's actions and another attributes of communication.

According to mentioned above statements not only psychological attribution of personality states and attitudes operate as an indicator of nonverbal behavior interpretation adequacy, but also the identification of situation and partner's activity. The list of «psychological meanings» of nonverbal behavior including both personality's psychological and socio-psychological traits revealed on the basis of nonverbal behavior and characteristics of communication situation and partner's activity was identified with the help of method «Free Semantic Evaluation of Nonverbal Behavior» [13]. In opposite to other measures applied for the diagnostics of interpretation of nonverbal behavior the method «Free Semantic Evaluation of Nonverbal Behavior» includes photos that depict individual nonverbal behavior or nonverbal interactions and its elements (posture, mimics, gesture); the list of categories for identification of nonverbal behavior is not provided. This paradigm allows to avoid artificial verbal limitation and to reveal those psychological meanings of nonverbal behavior that are actualized spontaneously, reflect the individual experience and personality traits. According to

these reasons this method was named «Free Semantic Evaluation of Nonverbal Behavior». The main purpose of this method is to disclose the structure and content of psychological interpretation of individual behavior and nonverbal interaction that in its turn serves as the basis for establishment of an account of «psychological meanings» of nonverbal behavior and nonverbal interaction and could be used as indicators for adequacy level of nonverbal behavior interpretation. For the detailed description of the method «Free Semantic Evaluation of Nonverbal Behavior» see [13]. In the present study we concentrate our attention on statistically verified schemes of psychological meaning «networks» of nonverbal behavior and nonverbal interaction. Every form of nonverbal behavior activates the corresponding psychological meaning «network» in which field different psychological characteristics of personality and group exist. Results of statistical processing testify the theoretical thesis that individual nonverbal behavior and nonverbal interaction represent different interpretation and inference cues. They belong to different classes of «tasks» which resolving relates to the psychological and socio-psychological levels of nonverbal behavior interpretation. Identified psychological meanings for each form of nonverbal behavior are used as criteria (indicators) of nonverbal behavior interpretation adequacy.

In the recent time because of increased interest towards the problem of conscious and unconscious components of personality's nonverbal expression and because of development of theories of social and emotional intelligence another social ability was included into the structure of nonverbal behavior interpretation – ability to decoding of nonverbal expression of emotional states. According to this the term «ability to adequate interpretation of nonverbal behavior» could be criticized. From the other side, the theoretical assumptions about association between processes of decoding and interpretation were empirically testified in a number of studies [9, 14, 22, 23] and allow to preserve the concept of nonverbal behavior interpretation. Structure of this ability becomes more complex because it includes both ability to identification, recognition and understanding of partner's psychological features on the basis of his nonverbal behavior and ability to deliberate encoding and management of expression.

According to our concept about abilities composing the ability to adequate interpretation of nonverbal behavior, we developed the set of social-perceptive, communicative tasks. They differ in relation to formal parameters (nonverbal behavior forms), content parameters (psychological, social-psychological characteristics of personality, group, and dyad), and functional parameters: expression identification, encoding tasks (control of own nonverbal expression) and regulation tasks in dyad, group. «Tasks» differ in types of answers format: verbal and nonverbal. Thus, adequacy of interpretation is registered through: 1) verbalization of psychological and socio-psychological content of nonverbal behavior (psychological meaning sphere); 2) comparison and choice of nonverbal behavior form corresponding to each other in psychological meaning; 3) choice of definitive patterns of expressive behavior with the purpose of attitudes «regulation» in a dyad in positive and negative direction; 4) identification of associations between target's nonverbal and verbal behavior; 5) efficacy of decoding of facial expression of

four basic emotions. Tasks on facial expression decoding efficacy include: deliberate modeling of emotional facial expression of four basic emotions; record of models' facial expression; exposition of pictures with facial expression both to decoders (observer) and to experts; interpretation of the expressive codes by experts and decoders; correspondence analysis of interpretation outcomes with the set of emotional states [9,23]. The indexes of emotional expression encoding efficacy that indicate the level of own expressive behavior control are calculated on the basis of the named procedure.

The actual version of the «Measure of Ability to Adequate Interpretation of Nonverbal Behavior» contains 9 «tasks» combined in four groups. **First group of «tasks»** includes «task – 1» aimed at diagnostics of interpretation adequacy of states and attitudes on the basis of target's postures; «task – 2» is aimed at diagnostics of interpretation adequacy of emotional states on the basis of target's mimics; «task – 3» is aimed at diagnostics of interpretation adequacy of intellectual-volitional, emotional states and attitudes on the basis of target's individual nonverbal behavior; «task – 4» is aimed at diagnostics of interpretation adequacy of attitudes and interpersonal relationships on the basis of targets' nonverbal interaction (dyad, group); «task – 5» is aimed at diagnostics of adequacy of nonverbal behavior interpretation on the basis of identification of associations and differences between psychological meanings of different elements of nonverbal behavior. The last task differs from the other tasks in nonverbal answer format. The adequacy level is defined as matching between postures psychological modality and facial expression realized through choice of facial expression which is appropriate to postures psychological meaning.

Thus, the first group includes 5 tasks that differ in interpreted nonverbal behavior forms; intentionality, level of interpretation: psychological and social-psychological; responding formats: verbal and nonverbal. On the basis of efficacy indices the level of ability to adequate interpretation of nonverbal behavior demonstrated in verbal and nonverbal answers is defined.

Second group of «tasks» is aimed at diagnostics of ability to adequate regulation of relationships in dyad and group with the help of selected expressive patterns of behavior. It includes two «tasks»: «task – 6» relates to ability to regulate the relationships in emotionally negative direction; «task – 7» registers the ability to regulate relationships in a dyad, group in emotionally positive direction using selected expressive patterns.

Third group of «tasks» is aimed at diagnostics of ability to establish adequate associations between target's nonverbal and verbal behavior – «task – 8».

Fourth group of «tasks» is aimed at diagnostics of ability to encoding of expressive emotional states, control own expressive behavior – «task – 9».

During the development of the measure the «tasks» presentation order was modified. It was stated that participants become tired and irritated when the first five «tasks» are presented in the described above order. The post interviews with participants revealed that tiredness arises because of the verbal format of the tasks. In order to avoid the unnecessary additional intellectual and emotional stress the optimal

33

«tasks» presentation order was identified - the «tasks» presentation was balanced in relation to answer format.

Conclusion.

Thus, our theoretical approach to definition of the structure of the ability to non-verbal behavior psychological interpretation is based, from one side, on those features of human nonverbal behavior, nonverbal expression of personality that are identified in numerous studies [5, 10, 11, 13, 16, 22, 24,25,27,29], from the other side, it takes into account the characteristics of psychological interpretation of expression, deliberate encoding of expression, and, from the third side, it is based on fundamental assumptions concerning the nature of social abilities, social and emotional intelligence.

Ability to psychological interpretation and adequate understanding of nonverbal behavior is multi-component and includes a number of abilities which diagnostics supposes the consideration of different social-perceptive and communicative tasks types.

Diagnostics of the level of adequate interpretation of nonverbal behavior is realized in several stages:

At the first stage the level of inference into different nonverbal behavior forms is identified. It includes individual nonverbal behavior (elements of individual nonverbal behavior), nonverbal behavior of dyad and group, ability to establish the associations between elements and individual forms of nonverbal behavior.

At the second stage the level of nonverbal behavior interpretation is registered: psychological and socio-psychological. It is measured as adequacy of emotional states recognition, establishment of relations between nonverbal behavior and personality traits, adequate evaluation of target's attitudes and relationships.

At the third stage the level of nonverbal regulation of relationships in dyad and group is tested. The level of adequate management of nonverbal behavior as a regulation tool of relationships in communication is registered.

At the fourth stage the level of ability to encoding of expressive behavior, to control and management of expression is measured.

Summarizing, adequacy of recognition and understanding of different forms of nonverbal behavior, adequacy of activation of nonverbal behavior patterns for relationships regulation, adequacy of expression management (encoding) compose the integral indicator of the ability to adequate interpretation of nonverbal behavior and allow to define the types of perception.

The Literature
1. Andreeva G.M. Psychology of Social Perception. – M.: Acpekt Press, 1997.
2. Andreeva I.N. Emotional Intelligence: phenomenon investigation // Psychology Questions. 2006.№3. p.78-86
3. Bodalev A.A. Personality and Communication. M.: MGU, 1983.
4. Bojakis R., Makki E. Resonance Leadership. – M: Alpina Business Books, 2007
5. Butovskaya M.L. Body Language: Nature and Culture. – M.: Scientific World, 2004
6. Weisbach H., Dux U. Emotional Intelligence.- M.: Lik press, 1998.

7. Golemann D., Boatzis R., McKee A. Emotional leadership. Realizing the Power of Emotional Intelligence. – M.: Alpina Business Books, 2005.

8. Dorjminchingiin D. Peculiarities of Facial Expression Recognition by Russian and Mongolian Senior Pupils // Dissertation Thesis. Rostov-on-Don, 2002.

9. Drozdova I.I. Coding and Interpretation of Emotional States Expression by Subjects of Pedagogical Communication // Dissertation Thesis. Rostov-on-Don, 2002.

10. Ekinzeva V.I., Soboleva M.A. Psychology of Interpersonal Perception: Interaction and Organisation of Knowledge. – Chita: press ZabGPU, 2004.

11. Kreidlin G.E. Nonverbal Semiotics: Body Language and Natural Language. – M.: New Literature Review, 2002

12. Kunitzina V.N., Kazarinov N.V., Pogol'sha V.M. Interpersonal Communication. – SPb: Piter, 2001.

13. Labunskaya V.A. Human Expression: Communication and Interpersonal Perception.- Rostov-on-Don: Phoenix Press, 1999.

14. Labunskaya V.A. Training of Nonverbal Behavior Decoding – Interpretation // Psychological Journal. 1997. № 5. p. 84- 94.

15. Labunskaya V.A. Social-Psychological and Gender Features of Expression Decoding and Interpretation in Pedagogical Communication/ Interpersonal Perception (Age, Gender, Ethnic and Professional Aspects).- SPb: Speech, 2005. p.207-220

16. Mehrabian A. Psychodiagnostics of Nonverbal Behavior. – SPb: Speech, 2001.

17. Pugachevskiy A. Communicative-personal meanings of Nonverbal Behavior Interpretation // Dissertation Thesis. Rostov-on-Don, 1999.

18. Rubinstein S.L. Basics of General Psychology. M.: 1940.

19. Serikov G.V. Interpretation of Nonverbal Behavior in Relation to Social-Psychological Personality Traits. Dissertation Thesis. Rostov-on-Don, 2001.

20. Social Intelligence. Theory, Measurement, Research / Edt. by D.V. Ljusina, D.V. Ushakova. – M.: Institute of Psychology RAN, 2004.

21. Feigenberg E.I., Asmolov A.G. Some Aspects of Nonverbal Communication Research: Below the Border of Rationality // Psychological Journal, 1989.N 6. p.58 - 65.

22. Hansen J., Stevic R., and Warner R. Nonverbal Communication and Counselling // Journal of Practical psychology and Psychoanalysis. 2000. N 2.

23. Shkurko T.A. Dynamics of Personality Attitudes During Dance-Expressive Training. Dissertation Thesis. Rostov-on-Don, 1997.

24. Ekman P. Psychology of Deception (Telling Lies). – Spb., Piter, 2003.

25. Jagnjuk K.V. Presence and Nonverbal Communucation // Journal of Pactical Psychology and Psychoanalysis. 2000. N 1.

26. Handbook of Methods in Nonverbal Behavior Research. Cambridge. 1984.

27. Nonverbal Behavior Research Perspectives Applications Intercultural Insights. Toronto, 1984.

28. Sullivan Q., Guilford D., Miller R. The Measurement of Social Intelligence. - California, 1965.

29. The New Handbook of Methods in Nonverbal Behavior Research/ Ed. by Jinni A. Harrigan, Robert Rosenthal, Klaus R. Scherer.- Oxford: University Press Inc., New York, 2005.

PSYCHOLOGY OF CREATION

Makarova E.A., Makarova E.L.

Development of experts professional competences system in high school

In the modern educational environment it is necessary to form system social, cultural, professional компетенций which will allow developing necessary corporate culture, social freedom, the attitude to the chosen trade at new generation of experts. The analysis of a developing situation brings to necessity of changes for the technology of the professional training sold in sphere of education, and changes in representations about the most educational system. Development of system professional competences should become a part of long-term policy of educational system. Psychologists, teachers and methodologists should unite efforts to direct to formation of the multifunctional didactic system directed on intellectual development of the individual which occurs on the basis of subject knowledge.

Keywords*: professional the competence, the competence-focused approach, the activity approach, an educational paradigm, safe educational space, interaction of schemes and a background, a discourse, innovative technologies and strategy of training, joint cogitative activity.*

Last decades in the domestic and foreign psychology-pedagogical literature the problem of change of an educational paradigm is widely discussed. The principal cause of necessity of such change consists that social and scientific and technical progress was included into the contradiction with the educational systems which have developed in last three centuries. The requirement of time is those, that there was a requirement for essentially new approach to definition of the purposes, problems and principles of education, and also necessity to reconsider the contents of education which is realized in subjects and subject matters, new forms, methods and means of training, textbooks and manuals of new type and innovative technologies of training are required. Now for the graduate of a vocational school of any level crucial importance gets not only mastering by the sum of concrete knowledge, skills but as an overall objective - their skill independently to get, systematize and use for decision-making. The well-known parable tells that to the fisherman the hungry boy has come and has asked to eat, however instead of meal the old man has given him a net and has shown how to fish. Others have been surprised and asked: « What for have you given him a net? He is hungry ». And the wise man has answered: « If today I give him

fish to eat, tomorrow he will be hungry again. I have given him a net and have shown how to fish, and now he will never be hungry again». If we look at education today it gives a daily portion of fish to those seeking knowledge instead of showing them how to obtain knowledge by themselves.

In this connection it is necessary to recognize a urgency and timeliness of the solution of the problem of competences formation at the graduate of the high school, caused as requirements of the Federal program of reforming of the high vocational training till 2010, the Federal target program of education development in 2006 - 2010 that assumes necessity of the further development of the theory and practice of the high vocational training which success significantly depends on conditions in which process of training of experts proceeds. Modern psychological theories should reveal components of uniform conceptual system cognition which can initiate cognitive activity of trainees.

The major requirement in such conditions at the present stage is reorganization of an education system, and reconstruction is possible, only putting forward qualitatively new ideas. Search for such ideas is extremely important, first problem which demands joint efforts of psychologists, teachers, methodologists and experts in various fields of knowledge. Moreover, marginal research is called to solve essential problems of today's education. Combined efforts should be directed to formation of multifunctional didactic system, intellectual development of the individual, development of intellectual resources on the basis of subject knowledge. The pedagogies of the cooperation, obtained quite deserved recognition, consists in resolute change of character of mutual relations between learning and initiating knowledge of real educational process, calls for replacement of existing, authoritative type of attitudes during training by attitudes of creative cooperation, to replacement becoming outdated, "monologue", forms of training by a constructive discourse, formation of non-threatening learning environment. Dialogue in a broad sense which can provide a situation of mutual understanding, and already is necessary as consequence of it, - overcoming of stereotypes of the thinking, the out-of-date representations and, thus, will affect becoming of the person of a trainee.

According to monitoring of South Federal University 20 % of subjects declared, that administrative decisions due to the limited information cannot be made, and 43 % are afraid of consequences of decision-making for different reasons. In this connection there is a question: what results of education are necessary for the person and demanded by a society? The answer to this question can be the idea of the competence focused education. One way of competence building is the increase in volume of independent work of the student that promotes discovering of the person's creative potential which is determined by a complex of skills, abilities to action and a measure of their realization in the certain field of activity or dialogue.

To form professional competence of experts in the higher school system it is necessary to substitute traditional forms of training with modeling of interactive situations that is a component of decision-making process, including models, methods, and tools of the information processing.

There is also a problem of development of psychological and pedagogical concepts of such education that can be reached by introduction of innovative methods of teaching and shift emphasis from training to self-development and self-training. XXI century is characterized by a prior role of self-education. In modern conditions there is a problem of orientation of the person formation, maintenance of the person's identity, constant creation of. A trainee is not an empty container, which teacher fills with the facts and data, and the active researcher independently "extracting" knowledge, creating itself and the environment. He moves ahead to true "trial and error method", and during not only is enriched with new knowledge, but also with methods, ways, and strategies of its acquiring. Requirements of time specify necessity of cardinally new approach to the definition of the purposes, problems and principles of education; revision of its contents which is realized in subjects and subject matters, that, in turn, dictates requirements for new forms, methods, means and strategy of training.

Today the special attention is paid to formation of skills of independent acquiring of the information and strategy of its processing. Training becomes procedure of awakening of internal forces and opportunities of a trainee, interactive joint creative activity of a trainee and a trainer as a result of which both of them are exposed to qualitative changes. As the ancestor of modern evolutionary epistemology Conrad Lorenz said, «life is knowledge. And to learn to live means to learn to study ». [1]

Universality of the educated person consists today not in volume of knowledge kept in memory from different disciplinary areas, and in mastering by the general system of orientation in the information, in creation of rigid personal filters - precise ways of selection of the valuable information and cutting off minor, and also in formation of skill constantly to fill up and complete the personal system of knowledge schemes. The main thing - not the ability, and the ability to find out how to quickly obtain demanded knowledge in a modern variety of sources of information, to be able to find a way and strategy of searching decisions and to learn how to make first steps.

In modern theories of education training is interpreted as a discourse between a trainer and a trainee, working with separate cognitive schemes and entering personal semantic relations. As a result of these relations the psychological mechanism of interaction of schemes and a background is created and functions. Interaction of the scheme and a background, having intra- and interpersonal vectors, is defined by personal senses of a trainee. Development of human mentality by «psychological instruments » is characterized by that operation of the sign use, standing in the beginning of development of each of the supreme mental functions, first time always has the form of external activity. The tendency to formation professional competences of students is the important problem of high school teachers of at the present time. The analysis available and projected, key competence allows to define individual educational strategy, to choose adequate technologies of training, to determine mechanisms of internal and external evaluation of the student. By consideration of main principles of construction of innovative educational process which purpose is educational independence of the student, it is possible to offer the following positions:

– Transition to qualitatively new level of mutual relations between the teacher and the student, based on change of their personal positions therefore the partnership in educational space is formed;

– Pedagogical activity becomes a new version of activity of the manager on management of social system within the limits of educational process;

– The system of educational activity of the student becomes such in which the leading part is played with interactive forms of training.

The great value has inter-disciplinary of knowledge, demanding formation of active thinking, comprehension of a role of a trainee during the process of training, complete outlook; changes of system of estimations and the control. Students can make mistakes, but thus they develop the system approach to the analysis and algorithm of correction of these mistakes, i.e. conditions for self-management by process of the control of own knowledge are created.

To meet all these principles the competence focused approach is based on particular functions which the expert of a corresponding level should be able to carry out, or competences. Furthermore, it is expedient to present algorithm of the organization of process of students' key competences formation. Use of the competence-focused approach individualizes process of training within the limits of tutor program which is presented as set of pedagogical technologies, characteristic for model of the competence-focused education. The leading part in technologies play methods of interactive training - business games, discussions in small groups, brain storm, cases, role games, trainings which application is not limited only to internal forms. The tutor widely uses information technologies for the organization of interaction with trainees in distant education. Thus the tutor adapts methods of the open remote training for use during interaction in the Internet-space.

In general, administrative process of pedagogical activity of the tutor consists of four stages: designing, organizational activity, diagnostic, supporting.

Stages/phases - The Purposes of stage

Designing stage - Creation of pedagogical conditions for successful occurrence trained in educational process and their adequate self-determination.

Organizational-activity stage

Rough phase - Creation of conditions for construction by trainees of a full rough basis of educational activity.

Phase of development - Creation of conditions for becoming trained as subjects of educational activity.

Integrating phase – Creation of conditions for becoming trained as subjects of socially-professional work and activity on development of personal professional competence.

Diagnostic stage - The estimation of results of granting by a trainee of educational service and diagnostics of achievement of the purposes in the form of: development of model of professional competence according to the established standards; development of the individual program of competences.

Supporting stage - Creation of conditions for the further self-determination of trainees, support of motivation for their professional and personal development in the future.

The purpose of a diagnostic stage consists in an estimation of results of granting to a trainee of educational service and diagnostics of achievement of the purposes in the form of: development of model of professional competence according to network standards; development of the individual program of competences. Within the limits of a supporting stage the tutor creates conditions for the further self-determination trained.

In a general view the following components enter into the model of pedagogical activity of the tutor:

Applicability of the tutor - actualization and management of the supporting educational (socially-cultural-professional) environment allowing trainees in a mode convenient for them to achieve the goals of development of their own competence owing to realization of synthesis of pedagogical, information and organizational technologies, providing thus the uniform quality standards.

The purpose of the tutor - creation of conditions for becoming trained as subjects of educational activity on development of a desirable level of competence; as subjects of socially-professional work, developing professional competence.

The list of functions which the tutor should realize: the managing director, diagnostic, design, motivational, information-substantial, organizational activity, technological, consulting, reflective.

Also, organizational-pedagogical conditions which are necessary for effective realization of pedagogical activity of the tutor are the following:

1. Realization by the tutor of additional administrative functions which are provided in relation to pedagogical activity.
2. Presence of set of some subsystems: organizational-administrative support, methodical support, etc.
3. Development by the tutor of adjacent spheres of interdisciplinary activity and consecutive change of positions of the instructor, the methodologist, the instructor of tutors, the developer of programs, the researcher.
4. Presence of the socially-professional environment of tutors: the organization of intensive social communications, both formal, and informal; work of the tutor in structure of different teams, both distributed, and localized; formalization of results of work of these teams and translation to their other members of tutor societies; creation of the superfluous information environment: the same tutor can work in different teams, passing from one position in another, receiving thus new knowledge and the information from various sources.
5. Mastering by the tutor of skills for management of educational process: skill to organize group work, skill to organize productive group discussion, skill to create and support the atmosphere of trust in a group.

A standard situation when the teacher passes the cycle, since "creation" clockwise, and trained - with "studying of concepts and rules of work" in a counter-clockwise di-

rection. But the qualified tutor can and should "accustom" the student to skill to work, since any stage, including from a discourse. Skilled teachers receive good results, for example, at involving students in "creation" of interactive methods of training. It is important, that all stages took place in a full cycle of works.

The support on new psychology-pedagogical concepts promotes introduction in education of new ways of the organization of cognitive space, relations between trained and training, authoritative methods of teaching give a up the place of joint cogitative activity learning and initiating knowledge. In these conditions teachers and psychologists have a necessity for cooperation.

During such cooperation it is necessary to solve following questions:

1. What are the most actual problems which should be solved in common to psychologists, to teachers and methodologists in modern education?
2. What is the competence which the modern graduate of a higher educational institution should possess to find the place in quickly varying world?
3. How to connect fundamental science and practice?
4. What practical priorities should be in strategic planning of innovative activity by preparation of the expert?
5. What innovations in the field of vocational training will promote increase of conformity of released experts to modern requirements in various branches of practical activities?

Psychological and pedagogical problems of training are a search of ways of interaction in system of innovative education. The purpose of today's education is the decision of those problems, to which combined efforts of psychologists and teachers on formation of professional competences in education and those innovations are directed, with which it is necessary to add educational programs to release the highly skilled experts meeting the highest modern requirements in various branches of a science, technical equipment and manufacture.

For creation of innovative technologies of training it is necessary to consider psychology-pedagogical features of development and application of these technologies in education, and also to create complex of psychological and pedagogical maintenance of training on the basis of use of such modern technologies. Integration of innovative approaches, modern receptions and methods of teaching, interactive techniques of training, and also an opportunity of application of these approaches, receptions and methods is necessary for maintenance of interaction into real student teaching. Introduction of innovations in education promotes increase of the academic mobility, expansion of inter-subject integration, increase of adaptability of curricula, programs and manuals, strengthening of competitiveness of the Russian high schools in the world market of education and the accelerated integration of the Russian education into the international educational space.

In the modern world many problems arise because of mistakes in the communications, because of impossibility of participants of dialogue «to find common language». Communicative interactions can be successful or can end with a full failure. It

depends on many factors, is new the first turn: from presence of cultural caused mutu-al communicative competence of participants of communicative event - that is, from presence or absence of the common language and cultural background knowledge and balance between the common and various in their processes of perception and symbolical systems. It is possible to tell, that the success of any communicative event is based upon «three elephants»: linguistic, communicative and cultural competence of participants of communicative interaction.

Ability to development of communicative competence is inherent in all people, however this or that realization of this ability is cultural caused. Besides it is caused also by unique individual experience of each person from what follows, that at the communications, being process of an exchange by messages, constantly there is a reconstruction of senses as they do not coincide even at the people who speaking in same language and have grown in same cultural environment. Needless to say, that at presence of different cultures and different languages the communications becomes complicated so, that about full understanding speech even does not go. Without spe-cial training to achieve such communications it is actually impossible.

Cultural background knowledge of participants of the communications repre-sents a basis of any dialogue. Since a birth the person belongs to many groups, and in them its cultural competence is formed. Larger groups usually named by cultures, significantly defined cognitive and pragmatic bases of communicative activity in the given community.

The analysis of a developing situation brings to necessity changes of the technol-ogy of preparation of experts sold in sphere of education, and changes in represen-tations about the education system. Development of system welfare competences should become a part of long-term policy of high school. Acceleration and increase in a stream of the information, new requirements of the market lead to that from the graduate of high school now is required not so much possession any special informa-tion, how many skill to be guided in information streams, to be mobile, to master new technologies, to search and use missing knowledge or other resources. The system of generated competences is called to help him with this.

The Literature

1. Lorenz K. Behind the Mirror. A search for a natural history of human knowledge. London. Methuen and Co. Ltd., 1977.
2. Practical guidance for the tutor of system of the Open education on the basis of remote technologies ", under ed. A.M. Dolgorukov, Moscow, the Center of intensive technologies of education, 2002, pp.21 - 44.

Abakoumova I.V., Kaguermazova L.Ts.

Technologies of task-oriented sense translation in education

Context communication is a significant part of pedagogical communication, which must be regarded as an intention- actual teacher's aim to get in touch with the pupil as a value interaction in order to find reflexive-semantic way out of the bounds of the existing knowledge into a new context of analysis. It suggests the active assimilation of received information, interpreted and meditated on, into students life experience.

__Key words__: sense formation, transformation of context structures, pedagogical communication, communicative strategies, context communication, sense techniques, context technologies.

Interaction between teacher and student in modern psychology is more often regarded as the intention of sense forming which has a determined stable disposition, however the logic of its realization can be different. In the contemporary society, when the aims and expectations of results greatly modify, it causes corresponding changes in the interaction between the teacher and student. Pedagogical communication in real practice is exposed to a lot of changes due to the necessity to have the influence upon learners as the target group. The communicative strategy as the work of context management (we should be aware of the conventionality of the management of the things which are generated by mentality), is understood in the educational process as the strategy directed towards creating a particular world picture, typical to this world segment, united by the unique system of values, and unified communicative possibilities. Communicative possibilities are better; the processes of general sense forming are faster. We think that the difference between communicative processes and informative ones is the same as the difference between informative processes and simple technical processes of data transmission. Communicative flows play the role of context forming, but informative ones- as the form, where we insert the sense. This problem was still out of sight because it is not one of the most urgent practical questions of modern educational technologies. However the existing changes can be denoted as the alternation of communicative educational technologies and it makes undoubtedly this problem one of the most important in psychological and pedagogical understanding. Communicative strategy is a reflected in the technology sense –value intention and its realization, which is to say the choice of space, type of interaction, the complex of translated senses, with regard to which the system of knowledge transmission is built.

«Among the recently published works, there is enough literature, revealing different aspects of communicative process and communicative technologies relating to social studies of communication and communication management. At the same time there is no systematic presentation of communication bases, which are realized in educational sphere» (I.A. Kolesnikova).

The particular aspect of communicative interaction between teacher and student is the context interaction, in the course of which the content of learning process is regarded as personal value having personal sense, this context communication is like "overcoming deafness to someone else' existence» (Jaspers Karl) – it is practically uncovered in psycho-pedagogical literature.

On the methodological plane the word «communication» has two meanings: 1) the same as the intercourse; processes of social interaction, taken in symbolic aspect; 2) category in the modern philosophy, mainly existentialism and personalism, designating intercourse, based upon mutual understanding, discussion. In the linguistics communication is regarded as "intercourse, exchange of ideas, information, thoughts and etc. This is a specific form of people's interaction in the process of their cognitive-labor activity. Human form of communication is characterized, mainly, by the language functioning». In psychology they apply very often the following definition: «communication is a term used in social psychology in two meanings: 1) to characterize structure of business and interpersonal links between people, for example, structure of in-group communication of participants; 2) to characterize information exchange in human society in general. In the last named case communication appears as one of the side of human intercourse — informative one».

Thus, the term "communication" has two meanings: broad and narrow. In the broad sense the concept of "communication" expresses «context» aspect of social interaction and directed first of all to achieve "social community", fulfilling administrative, informative (data transmission), emotive (excitation and transmission of emotions) and phatic (connected to establishment and maintenance of contacts) functions. The analysis of definitions shows that this meaning of the term "communication" is very close by its content to the term "intercourse". We believe, that, when we discuss the problems of pedagogical intercourse and communication, we refer to different phenomena by their origin. Obviously, they are interrelated and complete each other» (I.A. Kolesnikova, 2007).

The term "communication" has been recently introduced into pedagogics, you can find more often the word "intercourse" in pedagogical literature. In modern psycho-pedagogical science there is no solution how to correlate these notions. The lack of the identification of their context meanings was reported by many researchers, philosophers, psychologists, teachers: A.A. Broudnii, M.S.Kagan, A.A.Leontiev. However , the notion of pedagogical communication is often encountered and has the meaning of teacher's disposition to create in educational space «environment with particular characteristics of relations and interactions: informative-educational, administrative, social network, functional-business-like, interpersonal, social and cross-referral, humanistic» (I.A. Kolesnikova, 2007) .

Context communication is the essential part of pedagogical communication, is understood as intention – current teacher's intention to keep in touch with the student. It is a value interaction aimed to reflexive-context exit out of the boundaries of existing knowledge into a new context of observation and it suggests active assimilation of received information, meditated on, interpreted and included in the system of student's life experience.

Psychological basis for creating context communication as the space choice, type of interaction, complex of translated senses, with regard to which the system of knowledge transmission is built, they are ideas of human context seeking activity as conditions of life experience analysis (Karakozov R.R.), the principles of psycho technology of choice (Vasiluk F.E.) and sense techniques (Leontiev D.A.). These studies do not only consider natural dynamics of personality sense sphere development together with personality growth, but emerging "out the brackets subject's voluntary activity» (Leontiev D.A. 1999), they first of all pay attention to dynamics and transformation of sense structures, systems and processes with goal-oriented management of processes of sense regulation, and sense dynamics of other people. The term sense forming technique is a particular case of psychotechnology and according to D.A. Leontiev's words «This term was suggested before to denote hypothetic system of education and correction of personality's context formations (Asmolov A.G.)». Sense technique is considered as a system of the influence upon personality, determining changes of sense dynamics through which any changes of sense sphere are possible.

D. A. Lentiev treats the problem of sense technique as compound of analysis of context dynamics and transformation of sense structures, while using manipulative methods or advertising methods of impact, willing self-regulation, education and psychotherapy, he proposes some typologies according to the corresponding parameters.

1. According to the character of the impact, the sense forming techniques are divided into goal -oriented (planned), tending to certain forecasted effect (advertising, propaganda, practice of willing self-regulation) and facilitating (supporting), having the aim insofar as possible to improve the efficiency of corresponding processes and eliminate barriers and blocks (it is so-called «Μαιευτική» psychotherapy (Socratical dialogue or nondirective therapy).
2. By the volume of changes that the subject forecasts:
   a. Influence upon concrete actions through creating and changing situational motives, personal senses and context attitudes;
   b. Change of the attitude towards concrete things and people through generation or change of context dispositions (sometimes sense constructs).
   c. Formation or change of sense orientation – world outlook, self-regard, system of values.
3. According to disposition to into Self (inner personality) or to the others (inter-personality).

Analysis of different sense forming techniques is more often carried out relating to sense communication, context coordination, transformation and directed sense translation, first of all within propaganda, advertisement, psychotherapy. But there are some works dedicated to particularities of sense forming in the context of goal –oriented influence on personality, that is to say in the conditions of the academic and educational process. E.E. Pronina cites the attributes of sense-revealing texts, which make the most obvious influence on forming value orientations of students -journalists. «Sense revealing potential of the text is not established by formal-content param-

eters,– they may be quite different, - but by communicative principles built into writing and spiritual intentions, reflected in its word-association canvas. In this case, we manage to describe quite real for professionals conditions necessary for *transcenzus* in journalistc texts» (Pronina E.E., 2003). Introduction into analysis of the mechanism which affects the reader or *transcenzus*, underlines this very moment when you read the text and the information is selected and put into sense-value level and becomes personal or it is rejected, due to its alienated character for this person, it is alienated from his life world . It is a kind of "springboard" from which the thought can fly up or it can crash down». E.E. Pronina suggests, that this *transcenzus* is the integral part of humanistic communication. It is the «quintessence of context revealing text – the moment, when all is converged to a common point, which is necessary and enough for the free, but already definitive decision». She considers the conditions under which you can create *transcenzus* in the journalistic text.

1. Refusal from information pressure, from authoritarian assessments, protecting moral.
2. Understanding of real needs and interests of auditorium.
3. Covering the situation (facts, events, theories) in different perspectives.
4. Positive attitude towards problem solving.
5. Necessity of information novelty.
6. Preservation of the personality authenticity, by means of rejecting others' values.

The attributes of sense revealing text at bottom are really the attributes of context revealing dialogue, and of course, context revealing educational process, because humanistic education –human-oriented approach to the education is realized through the text or dialogue with the teacher. If it is possible to reconstruct the mechanisms of activation of motive and context dynamics in the process of information assimilation, then the necessity of the extrapolation of cognitive processes of that type into real practice of educational process arises. This is especially important for those spheres of the education which are at first hand oriented to give professionally important knowledge , which must become components of personality life concept, determining the degree of the devotion to the chosen work, his professional aspirations and professional perspective.

To create special pedagogical messages directed towards sense forming and self-actualization of pupils and students in the process of learning, the studies of sense technique impact, carried out by D.A. Leontiev, is of particular interest. He starts with context structure, which is always assigned by subject (context exists for him), the bearer (context of what), the immediate context forming source and context link between the bearer and context source, due to which the first mentioned acquired the sense. While sense technique impact, the subject becomes the source generating individual personal context and its bearer (as potential source by D.A. Leontiev), the object of changes is very often presented by context itself, because it is varied by the source of the context. It is certainly one of premises, giving the possibility to create system of context communications as goal-oriented context translation in educational process. From one point of view it allows to meditate on genetic (context) mechanism of this

process, and from another, it lets to make instrumental components of context technologies, oriented to the experience, which already exists in psychology. D.A. Leontiev (1999) separates out several groups of sense forming technologies (from our point of view, the most perspective for the possibility of their use in pedagogical practice):

1. Changing the context sources.
   1.1. Finding additional motives (for instance, motive of competitiveness, reward-punishment, boasting– criticism).
   1.2. Involvement of sense constructs through specific object designation (publicity and propagandistic clichés – "Tidiness, tidy, Tide").
   1.3. Involvement of sense dispositions (endorsement, we group, the use of entertainment star in political advertisementand etc.).
   1.4. Involvement of self-regard, of social and role identity, value orientations (for example «To everyone who is unindifferent the fate of Russia…»).
2. Changing or actualizing of context links (facilitating sense technique of finding context links).
3. Changing the structure of alternatives. «Direct sense technique impact upon structure of alternatives suggests the illusion of the lack of choice, when it really exists, or , on the contrary, the situation of false choice (unimportant choice), disguising serious alternatives.» (Leontiev D.A., 1999).

Mechanisms of sense technique influence, especially structure changes of alternatives, are described in details by F.E. Vasiluk in the context of choice. Personality choice itself (context preference) is characterized by: 1.The choice is possible only in internally complex world; 2. Alternatives, between which the choice is made, are not operations, not ways, leading to the same goal, but different life relations, «particular activities» (in the terms used by A.N. Leontiev); 3. Choice is an active action, it is not a passive reaction; 4. The force of drive itself can not lie at choice ground.

In life world classification F.E. Vassiluk describes realistic, creative and value worlds of personality. Sense preferences are determined by personality bias, they aren't determined by external stimulating conditions, they generate "interior complex world" typical for value and creative world of the subject. Just here «each particular life relation, evoked by a particular motive, grew into network of «life acts». The radical turn of fate, tragic minutes, peak of feelings are able to clearly show to the person the reason of his being, one or another relation, but more often the relation manifests itself through contextual aims, cares, actions, gestures, emotional reactions. And there is particular complex "context task" (A.N. Leontiev), consisting in finding real context and real life relations through contextual intentions, emotions and efforts…."The task of sense is turning into context differentiation, the person can't avoid finding the solution, realizing the conflict kind or ambiguity of situation, he must exactly realize between what kind of things he's making choice." (A.N. Leontiev, 1979). The world complexity is initiated by "intercrossed" life relations. It is «a result of particular effort, special psycho technologies, throwing together subjectively dispersed life relations into unique space». As cogitative acts of choice in creative and value worlds F.E. Vassiluk distinguishes:

1. Loss of self-identity. Separating "Self" and «Mine», through "self" actualisation.
2. Co-presentation. Actions, destined to show simultaneously to the consciousness two or more relations.
3. Revealing. Action, aimed at the insight of surviving life relations.
4. Chaining. Action, aimed at revealing and establishing of different kinds of links between life events.

The actions to maintain internal complex world (it is really context self-actualization) allows the subject to enter a new level of actualization of deep values and to come towards the true assessment of alternatives. «The assessment of alternatives hardly resembles the process of measuring of two different pieces or comparison of the two details with the sample. The main issue of psychological description of this important choice, consists of realizing in which form we can find value and assessed activity». The value comparison of alternatives take place along with actualization of personal sense and that sense which has crystallized in the process of the activity.

The personality "listens to himself by turns,- to how values are reflected and sound in it, how the way of life is reflected and how it sounds in each of constructing activities». In the process of cognition, and our study is concentrated on goal-oriented cognitive process, one way or another managed by the teacher, assigning the field of the certain context intenseness, "harmony of two images" should appear inside student's personality (F. E. Vasiluk) or the intersection of personality's zone of proximal development and dialogue field, «context single interpretation» (I.V. Abakoumova). This very moment gives the person the feeling of internal coherence, self-recognition and value meaningfulness. «The man doesn't choose one of two objects or even motives. He chooses his destiny. The choice changes his personality. Paradoxically, it is not the personality who makes the choice , but the choice makes the personality, forms it».

Psychotechnology of choice, if we consider its realization mechanisms is close to sense forming technique, - the last mentioned is based on studies of goal-oriented context translation in real pedagogical process, because sense forming technique is a part of didactic system, directed towards development first of all of context and value sphere of students, it is that «content generalization» (V.V. Davidov), which allows to build the model of sense forming education, making context orientation, forcing the personality to seek for certain high senses, life concept.

The Literature

1. Abakoumova I.V. Personal context as the component of personality –oriented educational process // Psychology and practice. Annals of Russian psychological society. Yaroslavl, 1998. V. 4. Issue. 2. p. 3–5.
2. Abakoumova I.V. Context as scientific category and impact of its concept interpretations upon theory of education and training // Scientific cogitation of Caucasus. 2002. № 13 (39). p. 146–151.
3. Abakoumova I.V. Education and sense: sense forming in educational process..– Rostov-on-Don: Rostov University publishing house, 2002. – 480 p.

4.   Abakoumova I.V. Sense forming didactics. Moscow, publishing house «Kredo», 2008

5.   Agaphonov A.U. The man as a sense forming model of the world. Пролегомены к of psychological theory of context. Samara: Publishing house "Bakhrah-M", 2000.

6.   Asmolov A.G. Personality as the object of psychological research. M., 1984.

7.   Asmolov A.G. The other side of consciousness: methodological problems of unclassical psychology. M.: Smisl, 2002.

8.   Asmolov A.G. Individual psychology. Methodical bases of personality development in historic and evolution process. M.: Publishing house of MSU, 1986.

9.   Bratous B.S. The questions of moral thinking in the context of the culture of the outgoing century. // Questions of psychology. 1993. № 1. p. 6–13.

10. Bratchenko S.L. Do we believe in child!? Personal growth from the point of view of humanistic psychology // Journal of practical psychologist. M.: Folium, 1998. № 1. p. 19–31.

11. Bratchenko S.L. Introduction into humanitarian expertise of education (psychological aspects). M.: Smisl, 1999.

12. Bratchenko S.L. The challenge of choosing the criterion of personality's moral development and ways to solve it. // Psychological and pedagogical support of educational process in high school in the conditions of its reorganization. L.; M., 1988. p. 482–491.

13. Vasiluk F.E. Psychology of suffering: analysis of ways to overcome critical situations. M., 1984.

14. Vigotskii L.S. Thinking and speech // Ibid. V. 2. p. 5–362.

15. Today and yesterday's humanistic educational systems (described by the authors and researchers) / Edited by N.L. Selivanova. M.: Pedagogical society of Russia, 1999.

16. Davidov V.V. Psychological development and education// Philosophical and psychological aspects of education development. / Edited by V.V. Davidova. M.: Pedagogics, 1981. p. 146–169.

17. Zhinchenko V.P. Psychological pedagogics: Materials for the course of lectures. P. 1. Zhivoe Zhnanie. Samara, 1998.

18. Innovative education: strategy and practice/ Edited by V.Ya. Liaudis. M.: Publishing house of MSU, 1994

19. Klochko V.E. Initiation of mental active ity: Abstract of thesis . ... of Doctor of Psychological Science. M., 1991.

20. Kolesnikova B.D. The criteria of education humanization //. Theory and practice. SPb., 1994. p. 37–45.

21. Kolesnikova I.A. Pedagogical reality: experience of interparadigmal reflexion: The course of lectures in philosophy of pedagogics. SPb.: «Detstvo-Press», 2001.

22. Leontiev A.N. Values, motives and emotions. M.: Publishing house of Moscow University, 1971.

23. Leontiev D.A. Personality: man in the world and world reflexion in the man // Questions of psychology. 1989. № 3.

24. Leontiev D.A. Context psychology. M.: Smisl, 2000.

25. Leontiev D.A. Value as an interdisciplinary concept: experience of multidimensional reconstruction // Questions of philosophy. 1996. № 4. p. 15–19.

SCIENTIFIC LIFE

Dikaya L.A.

Modern psychophysiology and brain mechanisms of creativity

In the article it is presented the review of materials of the XIV World psychophysiological congress organized by the International Organization of Psychophysiology (IOP) and which took place in St Petersburg on September, the 8-13th, 2008. It is presented brief information about IOP. There are examined tendencies of development of modern psychophysiology. The special attention is devoted to research of brain mechanisms of creation and creativity.

***Key words:** psychophysiology, the International Organization of Psychophysiology, the brain hemispheres, frequency ranges, alpha-band, cognitive processes, brain organization of creativity, creative inspiration.*

The official year of modern psychophysiology birth is considered to be 1982 when in Montreal took place the first International psychophysiological congress. On this constituent congress psychophysiology was defined as "a science of physiological mechanisms of processes and statuses, individual distinctions" [1], there was organized the International Organization of Psychophysiology (IOP), which got support and accreditation in UNO. Since 1983 the IOP publishes the international magazine – "International Journal of Psychophysiology". This official magazine of IOP obtained a high recognition of the international scientific community. It is unique and highly prestigious international forum which integrates the scientific works of various fields of modern psychophysiology. At present IOP communicates with 2 122 institutes worldwide, its members are the leaders of psychophysiology from 49 countries [12].

One of the major purposes of IOP is to promote development and strengthening of psychophysiology, association of psychophysiologists and integration of interdisciplinary psychophysiology in leading fundamental and applied medical, behavioural neuroscince. For realization of this purpose since 1982 the official congresses of the International organization of psychophysiology are regularly spent one time in two years in various countries.

On the 8th of September – the 13th of September, 2008 the XIV World congress on psychophysiology "The Olympics of the Brain" took place in St Petersburg. In work of the congress there have participated more than 500 scientists from 60 countries of the world. To Petersburg there have also arrived native psychophisiologists working

worldwide. At the congress the Russian young scientists whose high level was noted by experts made their reports [5].

Working language of the congress was English. Theses of reports were published in "International Journal of Psychophysiology" (Volume 69, №3, 2008) [2].

For many years the president of the congress is professor Konstantin Mangina (the USA, Canada). The chairman of the International organizing committee is the director of Institute of brain of person of the Russian Academy of Science, corresponding member of Russian Academy of Science Svyatoslav Vsevolodovich Medvedev (St Petersburg). "The brain, as we known, is the most difficult object in the Universe, and despite all reasonable efforts, techniques, technologies, yet we cannot understand up to the end how it works, admits S.V. Medvedev, but nevertheless each research approaches us to this purpose" [4].

At the XIV psychophysiological congress there were read plenary lectures, 42 symposiums, 3 stand sections were spent. The great interest of scientific community has been attracted by the research of the known Russian scientist, member-correspondent of the Russian Academy of Science, Konstantin Anokhin, who in the plenary lecture "Steady traces of memory in the constantly changing brain: reality or illusion?" has told about own experiments on studying of memory mechanisms which were on a joint of physiology and genetics; he has analyzed the basic results of other researchers work in this field, presented hypothesis still demanding check. K. Anokhin, for example, revealed that there were mechanisms which allow "to delete" something from the memory, because of what the person can even forget any life episode [3].

"For the system approach new technologies are required, considers the professor Scott Mackeig from University of California in San Diego, today neuropsychophisiologists in researching of delicate mental processes use mainly the electroencephalography, the magnetic resonance and the positron emissive tomography; in all cases examinees are offered to solve tasks, on quick wits for example; they do it in artificial situation, and the result received at this case, can be strongly deformed" [2; 137]. In the plenary lecture "Associating the brain, thinking and behaviour" he spoke about development of new technologies which would allow to research personal thought processes in natural conditions, when a person moves, hears sounds surrounding him, sees various subjects, etc. He has shown on a slide the examinee on whose head there was "the hat" with electrodes, and behind the back there was the small bag. By means of this device in a mode of real time and "real life" parameters of the brain work were registered [4].

Interest of psychophysiologists was also caused by the plenary lecture of professor Alexey Ivanitsky "the Science of the brain on a way to the decision of the consciousness problem", who examined the possible mechanisms of subjective events, brain functions of consciousness and unconsciousness and compared features of brain functioning and an artificial intellect [2; 136].

For more than 25 years the psychophysiology has suffered considerable changes. It is possible to judge the basic directions of these transformations by names of numer-

ous symposiums of the congress. Among large symposiums there are "From neuron to system" (chairmen A. M. Chernorizov, U. I.Alexandrov, Russia), "Genetics, the brain and behaviour" (chairman O.V. Sysoyeva, Russia) which participants have shown opportunities of association of various disciplines – physiology, molecular biology and genetics, for studying mental processes. Names of such symposiums as "Psychophysiology of vision" (chairman U.E .Shelepin, Russia), "the Brain organization of cognitive functions in ontogenesis" (chairman M.M. Bezrukih, Russia), "Modern directions in psychophysiology of the person and individual distinctions" (chairman Viifredo de Pascalis, Italy), "Oscillations, anticipation and processes of memory" (chairman N. N. Danilova, Russia), reflect spheres of modern psychophysiology which have become already classical. During these symposiums there were widely discussed electrophysiological correlations of cognitive processes, there were discussed the questions of interhemispheric features of color and space perception, interaction of hemispheres in conditions of binocular perception. Great attention was devoted to researches of electrophysiological correlations of processes of visual attention, search, training, to problems of transition from local to global analysis [9].

The special symposium "the Brain asymmetry and strategies of reaction" (chairman Murat Ozgoren, Turkey) was devoted to problems of functional asymmetry of hemispheres, where there were also discussed the questions of influence of attention on the character of asymmetry, of interhemispheric specificity of reaction strategy, of neuro bases of thinking and behaviour.

Alongside with the fields traditional for psychophysiology there are also actively formed and rapidly developed the areas of new competences presented at such symposiums as "Military psychophysiology" (chairman V. N. Sysoyev, Russia), "Psychoneuroimmunology" (chairman I. D. Stolyarov, Russia), "Psychophysiological and clinical aspects EEG and SSP at pharmacological influences" (chairman professor V.B. Strelets, Russia), "Consciousness and self-consciousness in psychophysiological measurements" (chairman Jan Kaiser, Poland), "EEG networks by failure to mention" (chairman Andrew C.N. Chen, China), "Interface "a brain-computer" (chairman professor A. A. Frolov, Russia), "Lie detector based on definition of P-300 potential" (chairman Bruno Verschuere, Belgium), etc.

At the symposium "Clinical psychophysiology of cognitive disturbances and memory disorders" (chairman Helen Beuzeron-Mangina, Canada) great attention was devoted to discussion of the methods of functional brain disorders correction. Created by the permanent president of the International organization of psychophysiology (IOP) Konstantin Mangina, the test is widely applied by scientists of other countries to diagnostics of various disorders, inability to training, age brain changes, etc. Scientists from Italy, Canada, Turkey presented the results of research of brain activity at performance of Mangina's test by healthy examinees and examinees with disorders of attention, executed with use of the functional magnetic resonant tomography [5].

During the symposium "Spatial and time ranges of manifestation of mentally specific and mentally nonspecific brain activations" (chairman S.G. Danko, Russia) there

was the question: "What can we study combining application of the methods of EEG and magnetic resonant tomography". On the basis of correlation of these methods there were presented neurophysiological features of the generalized tonic activation of brain as a whole and local phase activations, determining a character of attention. There were distinguished brain predictors preparing cognitive activity of attention (alerting attention). There were analyzed the reasons of distinctions in results of research of the general level of cortical activation.

At the symposium "Neurophysiology of complex cognitive processes" (Chairman N. V. Volf, Russia) there were discussed distinctions of neurophysiological mechanisms of verbal and nonverbal intellectual activity, and also sexual distinctions as a physiological basis of various strategies of processing of information, memorizing, divergent thinking. New data on interrelation of intellectual and brain efficiency are presented.

In the subject of the XIV World congress there was reflected a precise tendency of psychophysiology of last several years: today many researchers try "to fix" the supreme functions which are peculiar only to the human brain, processes of thinking and creativity, by means of various techniques and devices [7]. The special symposium "the Creative brain" has been devoted to studying of mechanisms of creativity: new directions of researches of creativity" (chairman A. Dietrich, Lebanon) in which there participated researchers from the USA, Germany, Austria and Russia. During the symposium there were analyzed the works directed on searches of the brain functional status specific to creative process. There were discussed the most informative for diagnostics of this status frequency ranges of EEG, reflection in EEG-correlations of the emotional factor of creative process. The special attention was devoted to methodical approaches to neurophysiological research of creative process on each of its stages, especially during the moment of a new idea birth, creative inspiration.

Group of scientists of Institute of brain of person of the Russian Academy of Science have presented results of the researches begun under direction of N.P. Bekhtereva in which there was studied the dependence of the brain correlations of creative thinking from a level of creative abilities, from success of the problem decision and its character (verbal, nonverbal), from development of professional skills. They distinguished "flexible" and "rigid" parts of brain providing of the creative problem decision. Followers and colleagues of N.P. Bekhtereva researched the areas of the brain which are responsible for creative process, interaction of creativity and emotions, creativity and the so-called detector of errors [3]. The brain mechanism of optimization of cogitative activity or the detector of errors have been discovered by N.P. Bekhtereva and it is based on the fact that "in the brain there is a system which traces, whether you do everything correctly, h. e. gives typical decisions of questions" [8]. In these researches it was used the polymethodical approach, enabling to compare the results of EEG researches and the research spent by means of the positron emission tomography (PET). The received data have allowed to note the important role not only of the right (as it is more often considered), but also of the left hemisphere in realization of creative process.

The role of alpha-band (8-13 hertz) in realization of creative activity was noted in the report of O. M. Bazanova (Novosibirsk). Each time, having coped with a creative task, the brain of the person signals that it is executed by a stream of electric activity on alpha-frequency. O. M. Bazanova noted the growth of alpha-band among gifted musicians during music performance. And among nonprofessionals alpha-band's amplitude, on the contrary, was decreased [6].

The opportunity of development of width of alpha-band range by means of special training leading to increase of creativity, was shown by Andreas Fink, the scientist from institute of psychology of the Austrian city Grasse [2; 178].

Owing to new methods the scientists had an opportunity to find out, how the success of the brain's work depends on its genetics, its structure, structure of molecules in tissues. American researcher Rex Jung has presented in the report a new way of measurement of creativity of the person [8]. In his opinion, it is possible to recognize the brain of the person disposed to creative thinking by characteristic structural attributes. Among creative persons in the forward part of the brain zone convolutions the maintenance of the one of the widespread amino acids, n-acetylaspartate, is reduced, the forward temporal lobes are thicker and, on the contrary, the calloused body is reduced. "There are optimum combinations of the brain tissues and activation of some of its areas, determining personal disposition to creativity", has informed in the report Rex Jung [2; 179].

German scientist Jan Vessel with colleagues carried out the research of mimic muscles of the person during performance of creative tasks. Having compared mimicry of two groups of examinees, of those who, eventually, has guessed how to execute the task, and those who has not executed it, the scientists have found out the surprising result. The signal about a guess could be seen on the faces of participants of experiment before it has been found. Similarity of the satisfied smile flashed among those who have come to result though the brain work parameters yet did not specify it by alpha-band splash [6].

Instead of N.P. Bekhtereva's planned plenary lecture there has been organized the memorial symposium where her colleagues and followers have participated. The text of lecture has been presented to participants in the form of the brochure "Utility of psychophysiology for long cognitive life" in which it was spoken about the fact that brain's active work can influence a status of the organism as a whole and even prolong the person's life. Last years N.P. Bekhtereva lots of time devoted to research of an explanation of mechanisms owing which the brain can operate the organism of person [10]. "Structures of the brain which are additionally activated at the creative problem decision have the direct relation with various aspects of memory, behaviour and speech, orientation in time and space, manifestations of personality, Natalia Bekhtereva writes, at the same time they also influence the physiological processes providing the important functions. Opportunities of some of these structures include providing of emotions, regulation of independent nervous system, breath, heart rhythm, etc." [11]. "I believe that it is precisely the involving of the person in creative process with all

reorganizations accompanying his brain and organism that leads to surprising statistically justified situation, when "the clever lives longer". The brain comes to life, and the organism comes to life. Existing connections between cells and structures of the brain become more active; new connections and, most likely, new cells, neurons are formed. Not denying huge benefit and necessity of physical trainings, proper nourishment, I consider that today, taking into account tendencies of the modern world, it would be important to emphasize expediency of the directed activation of the brain creative potential" [2; 135].

The phenomenon of creative inspiration which attracts so fixed attention of modern psychophysiologists, would not be itself, if it did not add us new puzzles still expecting the decision. The XXI century is called the century of human brain. The modern science knows already much about it, but even more secrets it has to discover.

The XV World congress of psychophysiology would take place on the 30th of September – the 4th of October, 2010 in Budapest.

The Literature

1. Chernorizov A.M. "Problem field" of modern psychophysiology: from nanoneuronics to consciousness. // Bulletin of the Moscow university. – Series 14 Psychology. – M. – # 3, 2007. – P.15-43.
2. International Journal of Psychophysiology. Abstracts of the 14-th World Congress of Psychophysiology The Olympics of the Brain / Co-Editors: J. Helen Beuzeron-Mangina, Svyiatoslav Medvedev. 2008. V. 69. N. 3-323 p.
3. URL: http://www.ami-tass.ru/article/40345.html
4. URL: http://www.ihb.spb.ru/
5. URL: http://www.inauka.ru/health/article85946.html
6. URL: http://www.itogi.ru/Paper2008.nsf/Article/Itogi_2008_09_29_01_2637.html
7. URL: http://www.medstream.ru/news/5120.html
8. URL: http://posobie.info/viewnew.php?t=16137
9. URL: http://psyhea.psyf.rsu.ru/ru/node/108
10. URL: http://www.rg.ru/2008/09/17/behtereva.html
11. URL: http://www.rg.ru/2008/10/08/spivak.html
12. URL: http://www.world-psychophysiology.org/

THE YOUNG SCHOLARS

Akaeva N.Sh.

Psychological characteristic of communicative features of entrepreneur personality

The results of empirical study of communicative features of enterpreneur's personality are depicted in the article. The author using statistic methods of data processing reveals three groups of communicative characteristics.

Key words: *communicative characteristics, communicative dominance, style of communication organization, communicative self-adjustment.*

The studies of communicative traits of entrepreneur, forming the basis of professional success achievements, allowed us to make a rather large list of traits, displayed in the course of communication. The phenomenological field of personality's communicative acts of entrepreneur constitutes communicative characteristics, which were mentioned more then once in the group of experts. Context grouping of the found communicative characteristics of personality, carried out by experts, led us to several classifications.

We suggest dividing communicative characteristics of entrepreneur's personality according to their aim of improving communication through: his own state in communication; the state of interlocutor; or the procedure of communication. We find original the division of communicative characteristics of entrepreneur's personality into terminal (definite state attainment) and instrumental (the use of certain means in communication). The described by experts the most significant for successful entrepreneur communicative characteristics were ranged using seven-pointed scale. Then we calculated the sum of ranks for each characteristic in expert group and its "weight", it means. average rank point.

The received results showed that, communicative features of entrepreneurs are imposed rather heavy demands on. The particular attention is attracted, first of all, to communicative characteristics, which let to realize interactive side of communication. Besides, among the most important were cited the characteristics, which allow to the entrepreneur to realize efficiently communication and perception.

According to our data, the «core» of entrepreneur's communicative competence is formed by two very close characteristics – «the skill of defending his own interests» and «the skill to have an affect upon others in communication». They closely followed

by such communicative characteristics as «ability to organization (forecasting, adjustment) of communication" and «the skill to arise the interest towards them in communication». Personality characteristics, which let to influence other people's opinion and behavior, can be regarded as the central ones which are absolutely necessary for successful business activity.

During the study it was discovered, that communicative features of enterpreneur's personality have rather complex structure, in this structure there are some features which let the entrepreneur influence other people's opinion in the course of his duties, to solve regulative problems concerning himself and other people and to organize the procedure of communication.

At the next stage of our experiment we carried out psycho diagnostic study of entrepreneurs with the following methods: personality questionnaire of R. Kettell (16 IF); «Diagnostics of aggressive behavior disposition" by A. Assigner; inventory of communicative tolerance by V.V. Boiko; multi-level personal questionnaire «Adaptivity» (MPQ-AM) by A.G. Maklakova and S.V. Chermianina; Thomas-Kilmann «Conflict style inventory»; technique «Personal Orientation Inventory»; Mehrabian and Epstein's questionnaire mesure of emotional empathy «QMEE»; questionnaire «Communicative and organizational skills» (COS) by V.V. Siniavskii and V.A. Fedoroshina; M. Snyder's self-monitoring scale of self-presentation in communication.

In the course of our research we also used the methods of mathematic and statistic processing of data: calculation of sample average and of percentage distribution, Spearman's rank correlation coefficient, and methods of cluster and factor analysis of empirical data. The interpretive methods include graphic analysis and methods of comparison.

The results obtained through psycho diagnostic study of entrepreneurs dedicated to measuring their communicative characteristics were standardized and factorized with the help of the set of computer statistic programs Statistica for Windows 6.0. By way of processing we used centroid method with subsequent Varimax-rotation.

After factorizing the generalized matrix of scoring of enterpreneur's communicative characteristics, we were able to separate out 6 factors, among them only three factors had significant factor weight.

The factors, having scales with significant factor weights, were exposed to content interpretation.

The analysis of the factor dispersion, established after statistic processing of empirical data, showed, that enterpreneur's personality includes three groups of communicative characteristics:

1) communicative characteristics, providing the leading role of the entrepreneur in communication: aggression, dominance, group independence, disposition to the competitiveness; those «dominant», «strong» entrepreneur's characteristics are set against qualities, to a certain extent, restraining such aggressiveness – morality norm, empathy, conflict avoidance; in whole these communicative qualities can be named as «communicative dominance»;

2) communicative characteristics, which let to the subject to build, organize interaction with communication partner: organizational skills, communicative tolerance, inspection; these communicative characteristics can be designated in whole as «the style of communication organization»;

3) communicative characteristics, which form the basis for efficient communication, using methods of behavior and state monitoring: affective tolerance, flexibility in communication, ability to self-presentation management; the communicative features included in this factor can be denoted as «communicative self-adjustment».

According to received data, communicative features of enterpreneur's personalty manifest themselves according to the three main lines, which we designate so: communicative dominance, the style of communication organization and communicative self-adjustment. These characteristics form the basis for communicative traits of entrepreneur's personality. The existence in personality's structure of the above-mentioned developed communicative features, let us speak about the formed communicative competence, enabling to improve business efficiency.

The Literature

1. Avtonomov V.S. Human model in economics. – SPb.: Economic school, 1988. – 436 p.
2. Agueev V.S. Entrepreneurship: problems of the ownership and culture. – M.: Science, 1991. – 185 p.
3. Asmolov A.G. Personality psychology: Principles of general psychological analysis. – M.: Smisl, 2001. – 416 p.
4. Verkhovin V.I., Loguinov S.B. Phenomenon of entrepreneur behaviour // Social researches. – 1995. – № 8.
5. Zhoukov U.M., Petrovskaya L.A., Rastianikov P.V. Diagnostics and communicative competence training. – M., 1991.
6. Zadorozhnuk I.E. Enterpreneur: economic and psychological profile // Psychological journal. – 1992. – V. 13. – № 3.

Erokhina E.V.

Emotional intellect of managers: gender and age differences

This article treats the notion of emotional intellect, the results of empirical research about gender and age differences of managers are quoted.
Key words: *emotional intellect, professional activity.*

Emotional intellect (EQ) is one of the most developing notions in theory and practice of contemporary management and business enterprise. The author of the notion is considered to be Daniel Goleman – an American psychologist and journalist-popularizer. In his conception that was worked out in 1995, he regards EQ as a complex of practical competences of a person in a personal and social life [11].

Daniel Goleman reckons that the higher EQ, the better effectiveness of a manager or a businessman. In his opinion, if a manager possesses capabilities in the sphere of self-control, he will make 78% of profit more than an employee without such competence. And if a social competence will be supplemented with abilities in self-management, the profit will be increased till 390%. At the same time great analytical abilities of a manager increased a profit only on 50%.

Hence, if cognitive and rational abilities of a manager help to increase a profit, but at the same time the competence in the sphere of emotional intellect helps him much more, EQ can be exactly that important component or condition that provides the maximum effectiveness of a person in the area of professional activity.

However professional activity is deeply connected with sociocultural, economic factors or even age factor, stipulating peculiarities of achievement in self determination of people. That`s why the question about what specific features of emotional intellect managers possess depending of age and gender is becoming topical.

Selection of people made up 1368 people: 395 male, 973 female. The age of probationers is from 20-60 years, and fields of activity – social, trade, healthcare, education, management, finance and others. The testing was held in 2005-2006. The method of research is a test of emotional intellect diagnostics by N. Hall.

In the process of data handling and analysis of the results the following peculiarities of emotional intellect of managers are revealed.

1. It was revealed, that in the whole 52.4% of tested people has low total level of emotional intellect. However, according to the own estimation of the tested group, the part of such unsuccessful managers could be decreased in the future till the level of 15.8% or 3.3 times. On the following basis it can be supposed that the work on improvement of personal emotional intellect is marginally realized by the tested person as a important factor of personal as well as professional growth.

The analysis of figures of emotional intellect has shown, that the most vulnerable component in the structure of emotional intellect of the tested managers is "control

over own emotions" , that is the level of selfcontrol, reliability , loyalty, trustworthiness, responsibility for his/her behaviour, adaptivity and flexibility in the situations of changes, resposiveness to new ideas and approaches. Thus 75.5% of tested managers got "low" grades of this index at the moment of the research. However, in the future 40.1% of respondents showed a tendency to change figures of this index till "high" level. This fact vividly demonstrates one of the major ways how to increase the total level of the emotional intellect of managers, i.e. raising the level of control over own emotions.

2. Materials of the research let us reveal the differences in EQ among the respondents according to age and gender. Thus, the analysis of data clearly certifies that there were no essential age distinctions for respondents with "low" level of emotional intellect. The average score of the respondents was 52%. Undoubtedly, the younger generation had slightly higher grades than the older one. But as for the respondents with the total high scores of emotional intellect a distinct tendency of increase has been noticed in that part depending on the age. While considering age differences the most precise tendencies were recognized on the scale of "self motivation". The share of examined ones with "high" scores of that scale is getting higher the older they are. However, the tendecy for improvement EQ in this scale is more expressed by younger respondents. On "empathy" scale the similar patterns are revealed: a share of questioned with high score of this EQ index is getting higher with the age of the respondents.

One more very important feature of EQ is determined – among the respondents, which EQ level was "medium" and "high", obvious dominance of this scores has women in comparison to men. It`s exactly among women-managers a tendency to work in the direction self improvement is prevailed.

It turned out to be, that the most considerable gender differences are observed on the scale of "emotional awareness" - an idea of a person about his/her emotional condition, accuracy of self esteem, a level of self acceptance. The share of men with "low scores" (31,4 %) is significantly higher, than women (22,5 %). It`s worth saying, that part of women who "in the future" wants to have "high" scores in this scale is significantly higher (59,7 %) than men (48,6 %).

The data analysis shows that a share of women with "low" grades of emotional intellect on the scale of "control of own emotions" (78,3 %) is considerably higher, than men`s (68,7 %). At the same time it is the highest among all other scales of the given test. This fact proves a commonly known image that women are more emotional in comparison with emotionally restrained men.

But on the "empathy" scale (understanding of other people`s feelings and needs, assistance in their development, service orientation, tolerance to other people`s differences) men lack noticeably behind women. It is appropriate to pay attention here to the fact that the share of women (51,5 %) which would like to have "high" grades on the scale in question is also much more than the one men have. This peculiarity reflects another trivial opinion about men who are considered to be less sentimental

in general, as well as people, who don`t want to become more sensitive and compassionate to other people and their needs, in particular.

Thus, in general managers don`t always have a high level of emotion intellect. There was elicited a significant dependence of total level of emotional intellect on respondents` age and gender. The most sensitive EQ scales to gender and age differences are "emotional awareness", "control over own emotions" and "empathy".

These EQ peculiarities of managers should be taken into consideration while working out programs for professional development. As we see that certain efforts should be done by a person as well as by professional educational environment, thus a person can achieve a certain degree of emotional intellect that will provide his professional acme.

The Literature

1. Andreeva I.N. Emotional intellect: research of the phenomenon // The questions of psychology. – # 3. – 2006. – P. 78-86.
2. Breslav G. Psychology of emotions. – M.: Smisl, 2004. – P. 135-145.
3. Byuyul A., Zefel P. SPSS: the art of data processing. – SPb.: DiaSofTyup, 2002.
4. Diagnostics of "emotional intellect" (N. Hall) / In book: N.P. Fetiskin and others. Sociopsychological diagnostics of development of personality and small groups. – M.: Publishing House of Institute of Psychotherapy, 2002. – P. 57-59.
5. Egorov I.A. Influence of level of emotional intellect of top managers of an organisation on accomplishment of administrative functions // Abstract of thesis on competition of academic degree of psychological sciences. – M.: 2006, 24 p.
6. Kalinin S.I. Computer data processing for psychologists. Publ. 2/ – SPb.: Rech, 2004.
7. Krutko V.N. Emotional intellect of managers: comparative research and practice – students. In book: Social economic year-book – 2004. – Krasnodar: YuIM, 2004. – P. 134-140.
8. Lyusin D.V. Contemporary conceptions about emotional intellect. In book: Social intellect: Theory, measurement and research. – M.: Institute of psychology RAN, 2004. – P. 29-38.
9. Lyusin D.V., Maryutina O.O., Stepanova A.S. A structure of emotional intellect and connection of its components with individual features: empiric analysis. In book: Social intellect: Theory, measurement, research. – M.: Institute of psychology RAN, 2004. – P. 129-140.
10. Savenkov A.I. Emotional and social intellect as predictors of life success // Reporter of practical psychology of education. – # 1 (6). – 2006. – P. 30-38.
11. Sitrotkina I. Emotional Intellect (EQ) // Sales Management. – # 11. – 2006.
12. Daniel Goleman. Working with Emotional Intelligence. – New York: Bantam Books, 1998. – P. 26-27, 45-52.

Zhedyaev O.E.

Psychological support of motivational orientation formation of senior pupils on employer's activity

Psychological support of motivational orientation formation of senior pupils on entrepreneur's activity is considered in this article.

Key words: *Psychological support, motivational orientation.*

At a contents level psychological practice is traditionally presented as deployment of support process of a subject's professional and personal formation (V.P. Zinchenko, E.B. Morgunov, G.A. Berulava, V.J. Krichevsky, L.G. Tarita, M.R. Bityanova, I.V. Dubrovin, T.V. Anokhin, K.A. Abulkhanova-Slavskaya, V.A. Petrovsky, S.L. Rubinstein) and foreign psychologists (P. Zvaal, K. Maklaflin, P. Ponte, D. Romano).

Nature of psychological support consists in complex transformations affecting on a kernel of personality. A developing personality requires psychological support, understanding, acceptance, advancing, special strategies and tactics, arming with mechanisms and ways of self-development. Consequence of such support is launching of processes of self-development, self-formation when the person himself, collecting all external influences, starts to form qualitatively new ideas and purposes and starts to operate not on external stimulus, but according to internal motive.

Psychological support of motivational orientation formation of senior pupils on employer's activity should promote development of initial ideas about the contents and variety of employer's activity, opportunities of its influence on development of personality and society in general.

Alongside with development of base ideas about employer's activity, in this case, problems of psychological support include also formation of positive emotional attitude to it, aspirations to expand the knowledge and to gain proper skills in this kind of activity. The important problem consists also in development of certain personal qualities which would allow to overcome a senior pupils' uncertainty in abilities to achieve success in this kind of activity. Positive attitude to employer's activity and readiness for its choice as a sphere of the future labour activity should become a result of work.

The suggested model of motivational orientation formation of senior pupils on employer's activity by virtue of complexity of a base phenomenon represents a complex construct (pic. 1).

The psychodiagnostic block of model of motivational orientation formation of senior pupils on employer's activity includes components which have shown the productivity at an ascertaining stage of our research: revealing of the attitude to a choice of employer's activity, readiness for a choice and motives of such choice. The purpose of this block was division of senior pupils into the groups, requiring and not requiring the psychological support of motivational orientation formation on employer's activity.

In result of psychodiagnostic block realization there were ascertained persons with negative attitude to a choice of employer's activity, without generated position concerning an opportunity of such choice, negative motives attributing to it, etc., i.e. persons with whom it is necessary to carry out a certain work on motivational orientation formation of employer's activity. Such opportunity is incorporated in psychological support and means constructive transforming, facilitating influence on a developing personality.

Designating substantial specificity of suggested model of motivational orientation formation on employer's activity, we should note that it was built as an element of purposeful work with senior pupils within the limits of their vocational counselling.
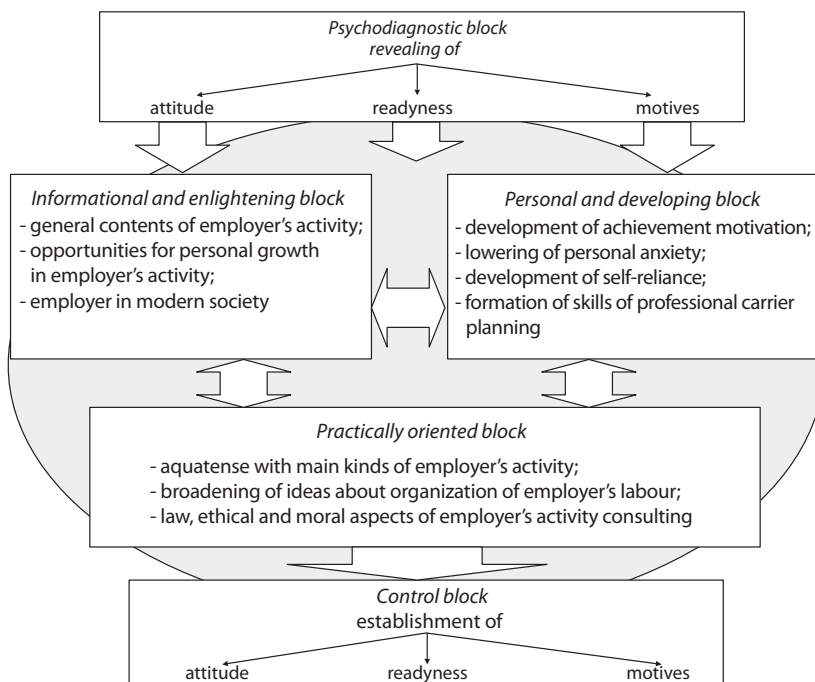
Picture 1. Model of psychological support of motivational orientation formation of senior pupils on employer's activity

The developed model of motivational orientation formation of senior pupils on employer's activity provides not only an initial estimation of some components of motivational orientation on employer's activity (attitudes, readiness of senior pupils for a choice of employer's activity, and also motives of such choice), but also their final estimation.

Carrying out of initial and final estimations of a level of motivational orientation formation on employer's activity among senior pupils allows to: to establish the contents of events under influence of purposeful formation of change in a sphere of motivational orientation on employer's activity, check quality of proper psychological support, reveal blanks in formation of required motivational education and to correct the work carried out in this direction.

For an opportunity of comparison of initial and required features of senior pupils' motivational orientation on employer's activity, the model provides revealing of identical psychological components of this motivational orientation: the attitude, level of senior pupils' readiness to a choice of employer's activity, motives of this choice.

The program of motivational orientation formation of senior pupils on employer's activity is based on the model of this process developed by us.

The carried out theoretical and experimental work allowed to understand that motivational orientation of a senior pupil on a choice of employer's activity is a complex psychological construct based on his ideas about the contents, specificity of organization and activity of businessman, and also on his attitude to a proper kind of activity. The motivational orientation of a senior pupil on employer's activity underlies its choice as a sphere of future professional self-realization.

The received positive changes in a status of the attitude of senior pupils to employer's activity, in their readiness for a choice of this activity and motives of such choice have confirmed quality of the suggested program and validity of the model underlying its development.

The Literature
1. Ginzburg M.R. Psychological contents of personal self-determination // Questions of psychology. – 1994. – # 3. – P. 43-52.
2. Golovaha E.I. Vital prospect and professional self-determination of youth. – Kiev: Nauk. dumka, 1988.
3. Gordeyeva T.O. Psychology of achievement motivation. – M.: Smisl; Publishing center "Academiya", 2006. – 336 p.
4. Dubrovina I.V. Personality formation in transition period from teenage to youthful age. – M., 1987.

Kornilova T.A.

An experimental research of professional and personal development of head of school as a subject of administrative activity

The author deals with professional and personal development of school headmasters as subjects of administrative activity, he cites the results of empirical research with participants-headmasters, divided into low and highly efficient groups.

Key words : *professional and personal development, subject of administrative activity, performance of functioning.*

In our research activity of head of school is examined, first of all, from its positions of administrative functioning. As the basic hypothesis of an experimental part of research there was the assumption that professional and personal development of the head of school as a process of his subjective characteristics change is determined by a complex of factors, and level of professional and personal development as a result of these changes affects on quality of realization of heads' administrative functions.

The basic hypothesis is concretized by following positions:

– professional and personal development of the head of school is a complex process of change of cognitive, emotional and willed, value and semantic and communicative spheres of personality, his organizing abilities, administrative and social competence;

– leading factors of professional and personal development of the head of school who is characterized by high administrative efficiency are emotional stability, social and psychological competence and his orientation "on business";

– development of emotional stability, perfection of social and psychological competence of the head's of school personality promotes growth of his efficiency as a subject of administrative activity.

Basing on the method of expert estimation it has been realized differentiation of heads of schools according to a level of efficiency of their administrative activity.

According to results of the detailed analysis of individual and psychological characteristics of heads of schools attributed to a number of "high and low effective" in sphere of management there have been made graphic structures of their professional and personal development (pic. 1).

According to graphic representation of the received distribution, the greatest break of average values between high and low effective heads of schools is observed in a level of development of motivation of achievement and internality. Among high effective heads of schools personal anxiety and approval motivation are the least expressed in a personal structure; among low effective heads of schools they are personal anxiety and empathy. Among effective heads of schools motivation of achievement

and internality are most developed; among ineffective they are motivation of failures avoiding and motivation of approval.
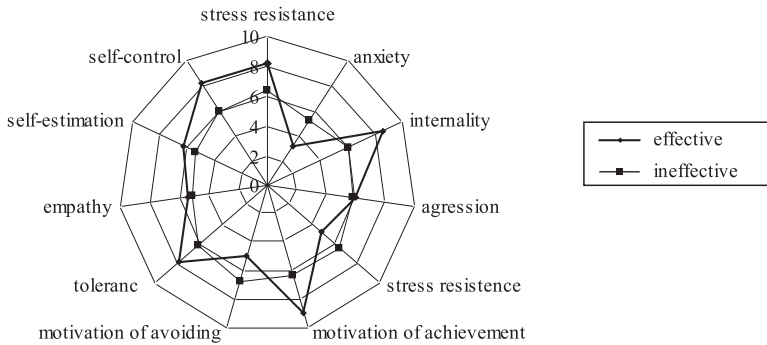
Picture 1. Structures of heads' of schools professional and personal development

In result of base matrix of values of psychological characteristics factorial processing of heads of schools who are high effective in sphere of administrative activity with application of the central method of analysis in combination with Varimax raw there were distinguished three significant factors (pic. 2).
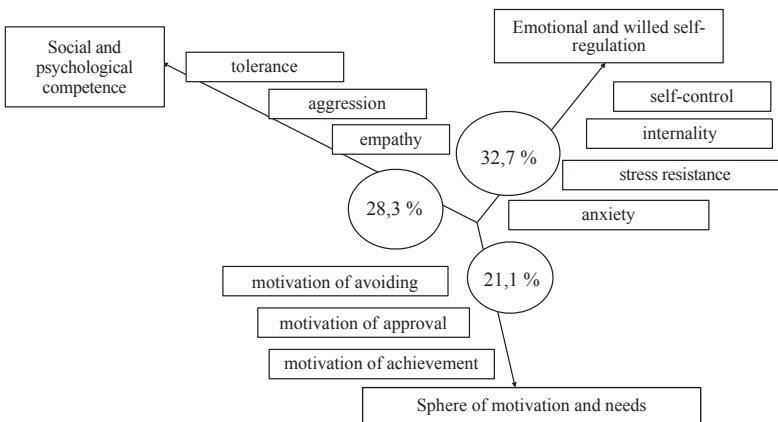
Picture 2. Distribution of elements among factors

The first factor explaining 32,7 % of dispersion contains two poles. At a positive pole the greatest statistically significant weight was formed by three scales: "self-control" .9765, "internality" .9258, "stress resistance" .8876. At a negative pole statistically significant weight is received by the scale "anxiety" -.9036. Proceeding from the struc-

ture of significant at statistical level scales which entered into this factor, we named it as "emotional and willed self-regulation".

The factor of second importance (28,3 % of explained dispersion) is also bipolar. At its positive pole significant statistical weight was formed by following scales: "social tolerance" .9118, "empathy" .8024, "self-estimation" .7202. At a negative pole statistically significant weight is received by the scale "aggression in relations" -.8216. Proceeding from the psychological contents of the entered into the factor scales, we named it "social and psychological competence".

The factor of third importance (21,1 % of dispersion) is unipolar and unites three scales which have received the greatest statistical weight: "motivation of achievement" .8014, "motivation of approval" .7446, "motivation of failures avoiding" .6986. Basing on the contents of phenomenology corresponding them, we name this factor "sphere of motivation and needs".

The research allowed to differentiate heads of schools according to psychological characteristics depending on efficiency of their administrative functions realization. It is established that "high effective" heads of schools easily "catch" an essence of problems, are able to their fast independent analysis and use of the received data for planning the action for overcoming arising difficulties. They successfully organize subordinates in school arrangements carrying out, give guidelines to the persons who mostly correspond to requirements of activity.

In general, they adhere to democratic style of interaction with subordinates, put and give reason of collective aim. Heads of schools of this group are able to give subordinates necessary freedom for development of the plan, distribution of actions and its direct performance in practice. They are accessible to interaction, tolerant to another's opinion; they easily find "common language" with any person, from pupils and their parents, to representatives of public and state organizations.

They hold all significant aspects of school functioning nn a field of attention, show high energy potential, they are mobile, possess nervous and psychological stability, easily control and keep in emotions, they are characterized by elements of charisma, possess an ability of collective conflict regulation, are flexible enough and easily reconstruct the behaviour according to requirements of a situation.

 "Average" effective heads of schools received rather different characteristics. It turned out, that they are able to identify the key moments of the problem and correctly place accents of forthcoming work before pedagogical collective. Authoritative style of educational establishment management is priority for them. Heads of this group prefer to control the basic stages of problems solved by collective. Not always they are able to distinguish in collective "second echelon" leaders to whom it is possible to delegate a part of administrative problems assigned to the principal.

"Low effective" heads are characterized by connived and liberal style of school management. School management, as a matter of fact, is neglected by them. They are not able to observe a constancy of put forward administrative requirements, are unable to "soften" or "remove" an acuteness of disputed situations which arise within

the pedagogical collective or in relation with representatives of social environment; to concentrate attention on performance of a single function, while conscious or unconscious necessity ignoring of the other not less important administrative problems decision.

The distinguished types of heads of schools with a different level of administrative efficiency and made on their basis psychological portraits facilitate processes of prognosis and construction of productivity perfection practice and their professional and personal development as subjects of administrative activity.

The Literature
1. Bazarov T.J. Social and psychological methods and technologies of organizations' stuff management: Abstract of the thesis of Candidate of Psychological Science. – M.: MSU, 1999. – 40 p.
2. Kabachenko T.S. Psychology in management of human resources. Manual. – SPb.: Peter press, 2003. – 400 p.
3. Povarenkov J.P. Psychological contents of human professional development. – M.: Publishing house URAO, 2002. – 160 p.
4. Samoukina N.V. Psychology and pedagogics of professional work. – M.: Association of authors and publishers "Tandem", Publishing house EKMOS, 1999. – 352 p.

Kagermazova L.Ts.

Manipulative and conventional strategies of sense forming influence in educational process

This article represents the results of empirical study, which revealed the most frequently used by the teachers techniques of sense formation destined to translate the sense in high school education practice, the author describes the types of sense forming techniques.
Key words: *sense forming, sense translation, techniques of sense formation.*

Within the limits of sense forming influence in educational process, I'd like to attract your attention to two important factors: from one point of view, sense forming influence upon students like any other, used in pedagogical communication always has a manipulative character, because it acts upon the object (student or group of students) producing certain motivation and value states. From another point of view, the common manipulation is directed upon unconscious sphere, involving such mechanisms, which person doesn't realize, while sense communication in educational process is aimed at sense sphere of student's personality and presents him a dilemma, making him analyze the object and actualizing the problem. It can be regarded as conventional strategy, when employing, the teacher reserves himself the right – hide position, turning the communication towards definite sense preferences.

During empirical research, which has been carried out over a period of some years on the basis of SFU and KBSU, we revealed the most frequently used teachers' techniques of sense translation in practice of the university education.

1. Impact upon value sphere of personality.

Value cluster of personality –this is a system of subject's relations to material and spiritual results of human activity, reduced to the three main types: *constructive values*, values of insights and man's relation towards the things he considers important and which have a personal sense for him *and experience*, displayed in feelings towards environment.

The term «value» is used to designate objects, phenomena, categories, and ideas, playing the role of the quality standard and ideal according to public priorities at the current stage of culture development.

The most considerable for us is the understanding of values as opinions, representations, believes (M. Rokitch, Sh. Shvarts, U.Bilski and others). M. Rokitch distinguishes two levels of values: values-aims and values-ways (criteria to assess and to choose behavior). Sh. Shvarts, U.Bilski assert, that values have a major impact upon choices or assessment of behavior and events. B.S. Bratous defines personal values as "conscious and accepted by person as general senses of his life».

In contemporary national researches, in works by B.S. Bratous, G.E. Zalesskii, E.I. Golovakhi, G.L. Boudinaite and T.V. Kornilova, N.I. Nepomniashii, S.S. Boubnova and others, personal values are regarded as complicated hierarchal system, which oc-

cupies the place at the intersection of motivation and need sphere of personality and vision structure of conscious, performing function of human activity regulator.

The following types discovered by us:

2. Impact upon identity in order to form attitude towards a concrete object.

Self –identification is the process of self making and consciousness of your changes –it requires a new language of perception and expression.

The identity includes in itself two subsystems: personal identity and social identity. The first – it is identity formation in the terms of physical, intellectual and moral traits. The second one is developed according to different social categories: race, nationality, sex and etc.

The man is able to identify himself not only with another man, but ideals, patterns, public values, aspirations, aims. It was sustained by the studies carried out by V.S. Moukhina, L.V. Popova, V.F. Petrenko and others.

E. Erikson separated out positive and negative identities. George Herbert Mead takes the word identity to mean human ability to perceive his behavior and life as whole , single entity.

R. Phoguelson puts out 4 types of the identity: 1) real identity – self-report, self description of «self today»; 2) ideal identity –positive identity, the individual is looking forward, the person he sees himself; 3) negative, «frightening», identity, the individual is trying to escape, the image he rejects; 4) presented identity – a set of images, which individual translate to others in order to influence their assessment of his identity. The man tends to draw nearer the real identity to ideal one and increase the distance between real and negative identity. It is obtained by the manipulation with the displayed identity in social interaction.

J. Turner introduces the term of *self-categorization* – as a cognitive process of self-classifying with a certain class of identical objects. He distinguishes three levels of self-categorization: 1) self-categorization as human being; 2) group self- categorization; 3) personal self- categorization.

The identity is the social phenomenon by its origin, because it is formed as a result of the interaction between the individual and other people and the assimilation of the experience worked out in social interaction. The changes of identity are also dictated by the changes in social environment.

3. The use of stimulating motivation as factors of certain sense formation through convention.

First of all, social needs, advantages or economies, though the opposite sometimes turns to be the most effective. The expensive thing can be attractive if it is not a synonym of quality but at least, status value, and this motive occupies the first place for a certain group, especially teenagers. They exploit the necessity of peace and security, sex and attractiveness value, family values, necessities of achievements and self-assertion. It is important to be sure that the target group – students and pupils-and you'd better to check that the target group – pupils and students really have motives, values and interests, towards which teacher directed his communicative activity.

In general, sense forming techniques in educational process sense forming techniques are restricted to the choice and value actualization, pupils and students' necessities, and their self-categorization, and life world construction in accordance with personal senses, sense forming motives, sense attitudes.

To create a technological scheme of sense translation in education as the model of the whole technology destined to actualize personal senses of pupils, we were obliged to divide them into separate functional elements (or levels) and to specify hierarchal links between them. The logic of technology building, oriented to activate context formation of students or pupils, suggests intentional structure, that is to say correlation of more general and more particular ways of students' context formation which is built « from top downward», when they are embedded into the educational process of technology of higher level (hierarchy: strategic level– tactic level – operational level) determine ways and methods, making "steps" of technologies of the lower level. Such approach gives us the possibility to keep track of dynamics of the sense activity, letting the student to build his own relations with environment, other people and himself. It creates sense continuum from the elementary sense personal formations (personal senses, sense attitudes, motives) up to the level of the top senses, which determine human life sense, his main life values, activates human sense orientation in real life world.

The Literatura

1. Abakoumova I.V. Education and sense: sense forming in educational process. – Rostov-on-Don: RSU house, 2002. – 480 p.
2. Abakoumova I.V. Sense forming didactics. – M.: «KREDO», 2008.
3. Asmolov A.G. Personality as the object of psychological research. – M., 1984.
4. Bratous B.S. The questions of moral thinking in the context of the culture of the outgoing century // Questions of psychology. – 1993. – # 1. – P. 6-13.
5. Bratchenko S.L. The challenge of choosing the criterion of personality's moral development and ways to solve it // Psychological and pedagogical support of educational process in high school in the conditions of its reorganization. – L.; M., 1988. – P. 482-491.
6. Vasiluk F.E. Psychology of suffering: analysis of ways to overcome critical situations. – M., 1984.
7. Zinchenko V.P. Psychological pedagogics: Materials for the course of lectures // Part 1. Zhivoe znanie. – Samara, 1998.
8. Leontiev D.A. Context psychology. – M.: Smisl, 2000.

Shumikhina A.V.

Interrelation of the characteristics of the self-concept forms of student-psychologists and peculiarities of their aspirations

In the article the theoretic-empirical analysis of the interrelation of the peculiarities of self-concept and aspirations of student-psychologists is represented; the data of empirical study of direction and nature of the stated relation indicated are offered.

Key words*: self-concept, aspirations, level of aspirations, interrelation.*

In the current situation, when society proposes an increasing quantity of diverse models of attractive and possible future, determination of the interrelation of the person aspirations and self-concept becomes especially urgent for psychology of personality. However, in the psychological literature, firstly, the terms "aspirations" and "the level of aspirations" are not differentiated. They are used as convertible terms or they designate different but connected sides of psychological complex. Secondly, there are studied mainly the characteristics of the level of aspirations, appearing in the situation of laboratory experiment [1]. The stable characteristics of personal aspirations do not enter into the focus of research attention. Thirdly, it is pointed out the interrelation between the aspirations and some elements of self-consciousness [1], but its direction and nature is not definitely established.

On the basis of the developed purposeful, motivational, personal-dispositional and evaluative aspects of aspirations studies [4], we define aspirations as the motivational-purposeful personal formation, appearing in an attempt to achievement of subjectively acceptable result in the significant spheres of life activity. Their characteristics are spatial, temporal, intensional and informational. The spatial characteristics are defined concretely in individual variety, reflecting the contents of significant spheres of life activity, where personal aspirations manifest; in the contents of aspirations, including the desired subjectively acceptable achievements of personality in significant spheres of life activity. Aspirations' temporal characteristics reflect the directivity of aspirations to achieving of ideal goal, to the satisfaction of the need, getting out the framework of present-day situation. The intensional characteristics are realized in contents and strength of aspirations' motivational base; in the contents of subject's obstacles surmounting; in a quantity of subject's attempts of aspirations realization. The informational characteristic of aspirations concretize in the degree of awareness of the leading contents of aspirations.

The level of aspirations is the stereotype of the tactics of goal setting [1], typical for personality and empirically fixed in the situation of psychological experiment. It is manifested through the parameters of height, stability, adequacy. Actually the level of aspirations is considered as the situational manifestation of personal aspirations.

We consider self-concept as the system of the human being ideas about his all possible manifestations, connected with the emotional-value attitude, empirically studied through the complex of spatial, temporal, intensional and informational characteristics [2].

The aspirations of students in relation to the peculiarities of their self-concept were the object of the present investigation; the purpose consists in studying of aspirations contents and aspirations characteristics of students in relation to the peculiarities (contents and characteristic) of their self-concepts; the hypothesis is that the peculiarities of self-concepts forms determine the specificity of the characteristics of personal aspirations and level of aspirations. Methods of the study are self-description and their content-analysis; questioning; psychological experiment; psychological testing; factor and regression analysis, the criterion of nonparametric statistics. The object of the study was the verbal versions of self-descriptions of 111 1-2 graduate students of psychological department. The selection of respondents is determined, from the one hand, by the peculiarities of the influence of the stage of professional formation on personality [2, 3]; from the other, by the peculiarities of the future profession of psychologist, directing a subject towards the reflection.

On the basis of the leading contents of verbal self-descriptions (according to the results of factor analysis) there are distinguished 4 groups of respondents, differing by certain form of self-concept and appropriate peculiarities of personal aspirations and the level of aspirations.

The self-concept of the first group of respondents is differentiated, concentrated on life events and social environment. The subjectively significant features of personality are the instrumental and intentional ones. Self-attitude is based on internal evaluative foundations. Personal self-appraisal has the moderately-high values of height. Personal aspirations of the first group respondents have monotonous contents, average time duration of their realization, and they are determined by the readiness of respondents to apply negligible efforts, have equal degree of awareness of aspirations contents. The level of aspirations is steady, adequate and has the moderately-high values of height.

The respondents of the second group possess the fragmentary, positive self-concept, oriented to the events of life, concrete life circumstances. The subjectively significant features of personality are the expressive ones. Respondents' self-attitude has both external and internal evaluative foundations. The height of personal self-appraisal has moderately-high values. Personal aspirations are characterized by individual diversity and high degree of awareness of aspirations contents, with the average periods of their realization and subjects' readiness to apply maximum efforts in the prevailing spheres of life activity. The level of aspirations is steady, adequate, and has the moderate-low values of height.

The self-concept of the third group respondents is differentiated, concentrated on the life circumstances and situations, on the periodicity of their appearance. Mainly subjects see themselves desiring and ambitious. Self-attitude is based on the explicit

internal and less explicit external evaluative foundations. Respondents possess moderately-low personal self-appraisal. Personal aspirations possess diverse contents, average time duration of their assumed realization, high motivation and readiness of subject to make attempts and to surmount obstacles, and high degree of awareness of the aspirations contents. The level of aspirations is unstable, adequate, and has the moderate-low height.

The self-concept of the fourth group respondents is fragmentary and concentrated on events and circumstances of life, and reflects the periodicity of personal features actualization. The subjectively significant features of personality are the instrumental and expressive ones. Self-attitude is based on the internal evaluative foundations. Self-appraisal has the moderate-low values of height. Personal aspirations are moderately diverse, have high degree of awareness of the aspirations contents, average duration of realization, and high readiness of subjects to apply efforts. The level of aspirations is steady, adequate and it is characterized by the spread of preferences of the selective levels of complexities.

The influence of the characteristics of each self-concept forms on the characteristics of personal aspirations and the parameters of the level of aspirations is established according to the results of regression analysis.

Thus, there are determined the differences between the personal aspirations and the level of aspirations; the differences in contents and characteristics of the self-concept forms of student-psychologists are differentiated and described; the differences in characteristics of personal aspirations and parameters of the level of aspirations in dependence on the form of self-concept are established; it is determined the direction of the interrelation between the characteristics of self-concept and aspirations, namely, the characteristics of respondents self-concept influence on the characteristics of their aspirations.

The Literature

1. Borozdina L.V., Vidinskaya L. Aspirations and self-appraisal // The bulletin of Moscow University. – Series 14. – Psychology. – 1986. – # 3. – P. 21-30.
2. Dzhaneryan S.T. The professional self-concept: systems analysis. – Rostov-on-Don: RSU, 2004.
3. Dzhaneryan S.T., Prokopyeva E.V. The peculiarities of professional self-concept in the initial stages of the professional making of psychologists // The psychological bulletin of RSU. – 2000. – Vol. 5. – # 2. – P. 219-222.
4. Shumikhina A.V. Theoretic and empirical contradiction in the study of aspirations // Psychology of the 21st Century. – SPb., 2007. – P. 111-112.

Magaramova B.K.

Interrelation of moral and labour education in national pedagogics of Dagestan

In the article it is proved the actuality of the problem of labour education of children as a prominent aspect of moral education; works of leading pedagogues in this field are analyzed. The problem of voluntary work in Dagestan is separately examined.

Key words: *moral education, labour education, voluntary work.*

When it is the question of education of the growing up person, in national pedagogics this is understood, mainly, as a formation of moral basis of the person. Education of the person in national pedagogics begins in the early childhood, infancy, from the cradle.

One of the principles of national pedagogics is the early beginning of serious education of children [1, 3].

From the centuries-old empirics people has taken out one of the most valuable conclusions concerning formation of the person: if biological, material needs of the person during each period of his development declare themselves and are to be satisfied, moral needs demand developing by education, humanization of individual, his transformation into the person.

Careful attitude to spiritual heritage of people by itself acts as a factor of consolidation, development of spirituality of the society. Ethnocultural values of people are oriented on formation among rising generations of the most valuable moral and ethical qualities, character traits: honoring of parents, respect for people, feelings of honour and self-respect, diligence, careful attitude to the nature, etc.

Preservation and development of successive connections between generations of people are carried out by means of continuous transfer of ethnocultural values to rising generations. This is a necessary condition of cultural progress of society providence.

In the Law of the Russian Federation "On education" one of the major principles of the state policy in the field of education proclaims "protection and development by the education system of national cultures, regional cultural traditions and features in conditions of the multinational state".

The importance of careful attitude to traditional national culture, its value in moral education of citizens and rallying of friendship of people of the country was emphasized by V.V. Putin in the performance at session of the State Council on December, 26th, 2006 "On the state support of traditional national culture in Russia".

Importance of thoughtful research and use of national experience of rising generations education with a view of decision of modern questions of the moral mature person formation, the worker, the citizen does not cause doubts neither among scientists-ethnopedagogues, nor among outstanding figures of modern Russian culture [4, 5, 6].

In Russian education establishments in 90th years of the last century there appear the culturological subjects based on spiritual heritage of people, aiming to integrate in teaching and educational process an ethnocultural component of education, what was apprehended with deep satisfaction by pedagogical and parental public and pupils.

In national education work and morals are the concepts inseparably linked with each other; their integrative influence as the leading factors of socialization of the person stands on the first place.

The Dagestan national labour and moral traditions which were formed in ancient times by virtue of vital needs of people, up to the present saved in themselves the leading humanistic ideas: solidarity, mutual aid, readiness for voluntary disinterested work for the good of the society, family, person.

Thus, proceeding from the severe conditions of the nature and geographical environment, people in mountains have developed their traditions, moral laws, obligatory to performance by each member of society in labour activity and in any life situations. They formed a mountain way of life: open, benevolent, strong rallied in a uniform ethnos, which interests are close and clear to everyone who entered into microsociety of an aul.

The work carried out according to national traditions is free-willed and free of charge. Its purpose is participation in affairs in favor of whole rural society or rendering work assistance to a family at construction of a house, harvesting and other labour-consuming works. Obviously, this noble custom appeared during the ancient times when our ancestors grew roots in mountains; it was required an association of forces of many people.

Times changed, and the custom continued to exist, as the need for it was saved. Value of the custom consists not only in work assistance rendering. The main thing in it is rallying of people in a microsociety, mutual aid as a condition of common well-being providing.

During the Soviet period of life of Dagestan people voluntary gratuitous work was widely used at construction of buildings of schools, hospitals; at erection of bridges, roads building and for other social needs.

Educational value of the actions of voluntary free of charge work is great. In it is brightly revealed the high sense of such important pedagogical concept as "work and a moral duty of the person".

According to old tradition in voluntary work of adults the youth, teenagers, children for whom it is of great importance in the sense of moral development take an active feasible part.

Accustoming of schoolboys to traditional voluntary work, as a rule, occurs without participation and the organization of labour process by school.

Ideas of traditional voluntary work in favor of society in the certain measure got into labour activity of schoolboys. The real contribution to the business necessary to the society by the work glorifies a growing person in his own eyes that promotes his

civil life self-determination. The prestige of honest work in society was supported at a height by that to the workers, peasants, scientists, writers, teachers, doctors and representatives of other professions there gave a rank of the Hero of Socialist Work for outstanding successes in the field of labour activity.

Deep stratification of society on the rich and poor, roughest infringements of social justice, extortionate privatization taken away property created by persistent work, the fabulous unearned incomes of so-called oligarchs and other social "innovations" stroked the most severe blow on labour education of rising generations, deprived it of the moral beginnings. Work in society has gradually ceased to be "a point of honour, heroism, valour".

Market attitudes which have abolished the humanism of work and other moral standards in labour sphere were the capitalization of attitudes in labour sphere.

The strongest, deeply influencing on the person formation factor is life surrounding a child in family and society, social mutual relations, social attitude to cultural and moral values. Society and its school are communicating vessels.

The entire positive and negative in society immediately gets into a school. It also concerns the hardest social illness, corruption. Transition into the market element has even more aggravated the position of the part of families living below poverty. Market relations supersede humanistic values from life: mutual aid, solidarity, mercy, compassion, moral and material support of the person by the person. At market relations the highly moral voluntary gratuitous work is out of the question. The monopoly of market relations threatens society with inspirituality. On dehumanized destructive influence of market relations on education of the person academician G.N. Volkov writes: "At traditional culture of education there is an idea of disinterested work self-esteem that is very important in conditions of the robber market when it is offered not to do a step free of charge. Not all is soled and not all is bought. Free of charge work can be useful by knowledge, skills gained in activity, certain personal qualities" [2].

Traditional gratuitous work is one of the major humanistic factors of formation of the person in ethnic system of Dagestan and other North Caucasian people. It reflects the most valuable experience of moral and labour formation of the person, being purpose of civil, originally democratic society.

The Literature

1. Vasiltsova Z.P. Wise precepts of national pedagogics. – M.: Pedagogica, 1988.
2. Volkov G.N. Ethnopedagogics. – M.: Publishing center "Academiya", 1999.
3. Ikhilov M.M. Nationalities of lezghin group. – Makhach-Kala, 1967. – 367 p.
4. Omarov S.M. Foundations of the Dagestan national pedagogics. – Makhach-Kala, 2000. – 110 p.
5. Saidov T.G. Culture and traditions of the Dagestan people / Text-book for 10-11 forms. – M.: Tandem, 1998. – 340 p.
6. Sukhomlinsky V.A. Labor and duty / Selected pedagogical works. – V. 3. – 1981. – P. 526-541.

Magomedova B.I.

National etiquette - a prominent aspect of moral education

In the article it is proved the actuality of the problem of the etiquette culture formation as a prominent aspect of moral education; works of leading pedagogues of this field are analyzed. Ethnopedagogical works on the culture of Dagestan are separately examined.
Key words: *moral education, etiquette culture, traditional etiquette.*

Since the ancient times, in education of the growing person known thinkers, pedagogues, philosophers on the first place put forward not knowledge and skill, but his accustoming to cultural and moral values which were developed by mankind and which confirmed the validity, reliability in life of many generations.

Moral education in the Dagestan national pedagogics is observed as a basis of socialization of the person. In languages of Dagestan people except for the term "tarbiya", borrowed from the Arabian language, in the sense of education the word-combination "insane avun", literally: "making the person", "humanization" is quite often used, that emphasizes a priority of moral, spiritual essence of the person.

The etiquette culture of children formation, i.e. their training in norms, rules of dialogue and behaviour is a prominent aspect of moral education. Dialogue and behaviour can be etiquette only if they are based on humanistic ideas, requirements of national traditions, customs [2].

During ancient times people has understood and highly estimated a role and value of purposefully organized, humane dialogue between separate people and whole ethnoses. Each people in the macro- and microsociety, and also in mutual relations with the neighbor people aspired to be guided by high principles of humanism: solidarity, mutual aid, openness, display of readiness for creation of good.

As the important contribution of Dagestan people to universal civilization the scientists substantially consider the experience of unconflict, peaceful, good-neighbourhood residing during millennium on one territory of the ethnoses related to various cultures, language families, faiths.

The traditional national etiquette of Dagestan people has the original basis incorporated even in days of existence on East Caucasus of the state establishment the Caucasian Albania [5].

Our ancestors, the Caucasus albanians: gels, legs, caspians, gargars, etc., in the beginning of the 1-st millenium A.D. have created not only the writing, but also humane traditions ordering the respectful attitude to the person.

Ancient Greek historian and geographer Strabon lived on a boundary of the 1-st century B.C. and the 1-st century A.D. as the major defining feature of spiritual and moral culture of the Caucasus albanians marked respect and attention for old people, not only relatives, but also strangers. As we know, respect for an old age of which our

modern society, unfortunately, cannot brag, is one of the main parameters of original culture [1].

Traditional etiquette of Dagestan people, despite of its importance in formation of moral culture of rising generations is one of the less examined problems of national pedagogics.

Works of outstanding pedagogues, J.-J. Russo, I.G. Pestalocci, J.A. Komensky, K.D. Ushinsky, contain very high estimation of the Word as the major factor of national education.

V.A. Suhomlinsky paid great attention to the questions of formation of norms of humane behavior and dialogue among children. Humane, benevolent dialogue with people, in opinion of the outstanding pedagogue, is the major aspect of moral formation of the person. In the pedagogical works, "Lectures for parents", "Reading-book on ethics", "Letters to the son" he reveals a role of culture of dialogue in self-disclosing of personality.

G.N. Volkov in the work "Ethnopedagogics" [3] writes: "The word is the greatest of human spiritual treasures... Verbal means of influence on feelings, consciousness, behavior of the person are diverse in national pedagogics". The outstanding scientist ethnopedagogue confirms that spirituality is connected, first of all, with the word, language, speech. National speech etiquette as the speech organized with a view of moral influence on the listener, communicator, has the unique value.

Questions of etiquette culture found reflection in ethnopedagogical works of S.A. Mirzoev, in particular in the work "National pedagogics of Dagestan" and in the textbook for the 4-th form "Culture and traditions of people of Dagestan" where to national greetings, well wishes, applied in various conditions, the significant place was devoted [4].

Alienation of rising generations from language and spiritual roots of native people, taken place during the Soviet times, has led to marginalization of a part of the population, to undesirable deformations in its behavior and culture.

Existence of any people is closely connected with its national language, moral culture which are the no replaced factors of spiritual reproduction of people in its new generations. And now the ethnocultural component of the contents of education at national school is not acquired by pupils in that measure which corresponds to its social and pedagogical importance.

Though in modern educational process on the first place there is the formation of spiritual, moral qualities of a person, instead of mastering of the sum of knowledge, at times formal, impracticable, on places heads of different levels of educational system more likely follow the letter, instead of spirit, purposes and contents of these documents.

The law of the Russian Federation "On education" before national school puts the task coordinated with the world educational practice: integration of personality into national and universal culture.

Globalization processes, spiritual and cultural integration of people considerably raise a role of function of dialogue not only in multinational and polycultural society,

but also in realization of spiritual and cultural, economic, scientific and other connections in the scale of world community of people.

Pupils' mastering of humanistic cultural values of native people and their actualization in live activity is the important precondition of their successful mastering of universal cultural values.

Status of moral-ethical education and level of culture of dialogue of a significant part of school and student's youth, unfortunately, is impossible to name corresponding to requirements of a society. Especially the great negative shifts have occurred in behavioral culture of girls, students among whom there were not generated needs, skills of norms of traditional normative ethics use. Many of them, even students of high schools, are not acquainted with such valuable moral qualities of national character of the Dagestan woman, as modesty, modesty, self-dignity and honour, respect for the adult, etc. by which the Dagestan women have always differed.

Clearly, today the considerable part of youth is under influence of anticulture, inspirituality propagandized by the present TV and gutter press, instead of wise precepts of national pedagogics, which G.N. Volkov has named the "pedagogics of national rescue".

The greatest and valuable riches which was left to us by our ancestors, are cultural spiritual and moral traditions, customs, norms of humane behavior and dialogue, our labour and religious holidays, rich folklore, moral codes, i.e. by means of what it is brought up the present, highly appreciating the honour and the dignity, person benevolently relating with people. This heritage is not subject to time, it should be completely demanded by the Dagestan school.

The Literature
1. Agaev A.G., Magomedov P.M. Daguestanskoe unity: history and modernity. – Makhachkala: Dagouchpedguiz, 1995. – P. 40-43.
2. Vassiltsova Z.P. Wise precepts of popular pedagogics. – M.: Pedagogics, 1988. – P. 65-79.
3. Volkov G.N. Ethnopedagogics. – M.: Academy, 1999. – 168 p.
4. Mirzoev Ш.A. National pedagogics. – Makhachkala, 1984. – 112 p.
5. Saidov T.G. Folk traditions make a man. – Makhachkala, 1994. – 138 p.

Maslova E.S.

Psychological competence of staff manager as a determinant of choice of employees' hiring on work strategies

In clause results of empirical research of psychological competence of managers on the personnel are presented, parameters of behavioural strategy are allocated, psychological competence is presented in the form of set of three blocks, psychological portraits of managers are constructed.

Keywords: *the manager on the personnel, psychological competence, self-control of a mental condition.*

Necessity of guarding of stable work with the staff, including procedure of hiring, has led to introduction of a post of a staff manager in supervising structure of organizations and enterprises activity (A.A. Derkach, I.V. Bizyukova, V.G. Zazykin, I.N. Drozdov, V.M. Dyachkova, E.A. Mogilevkin, Y.V. Sinyagin, S.N. Sitnik, etc.).

At present functional responsibilities of staff manager are formation of personnel policy of company and creation of documents system reflecting personnel policy and its components; designing of posts, definition of staff structure and requests to employers; selection of staff; estimation, certification of staff and employers' moving; training and professional development of employers; work with personnel reserve, employers' career planning; perfection of payment and stimulation of work; formation of company's corporate culture and management of intrafirm climate; guaranty of requests of the acting labour legislation in work with the staff; personnel clerical work (O.V. Gladilina, 2006).

During research there were studied psychological features of staff manager's realization of procedure of employees' hiring on work; that allowed to reveal a role of psychological component in establishment of conformity / inconformity of an employee to work conditions, to establish a psychological basis used by staff managers behaviour strategies at hiring employees on work, conditionality of their choice by professional and personal qualities of managers.

There were distinguished parameters of manager's behavioural strategy; they are a level of interpersonal interaction in system "manager – work applicant", type of manager's orientation on depth of revealing of business and personal qualities of the applicant, time informing localization of applicant on conditions of fulfillment of labour responsibilities.

Combining achievement of practical purposes of recruiting and self-affirmation of person, strategies of managers' behaviour at hiring the employee on work are shown on a level of managers' interaction with applicant, their orientation on depth of qualities revealing, choice of time of informing on work conditions. This strategies depend

on a level of development of psychological competence among staff managers which can be developed within the limits of specially developed program including manager's psychological education (concerning individual distinctions of people, realization of psychodiagnostic activity and construction of business dialogue) and training of personal qualities (communicative abilities, reflexivity and skills of self-control).

The analysis of the contents of psychological professional selection allowed to distinguish a number of difficulties of its realization among which the leader is difficulty applicant's unequivocal establishment of conformity / inconformity to requests of a vacant workplace. Consideration of psychological features of this difficulty allowed to distinguish two groups of parameters which are a subject of estimation within the limits of selection: 1 group – parameters of physical and physiological, time and spatial professional restrictions, requests of speed and accuracy of actions, skill of physical load caring, lack surplus of movements, etc.; 2 group – psychological parameters (for example, features of cognitive activity development). It has been shown that despite of difficulties of the first group parameters estimation, at selection the greatest difficulties are connected with studying of the second group parameters. It has been shown that at competent use of psychodiagnostics' set of tools, productivity of employees' selection is increased.

Proceeding from earlier designated contents of staff manager's activity at hiring an employee on work, we presented his professional psychological competence in the form of set of three blocks:

1) "I - in space of profession". This block of psychological competence is connected with manager's mastering of the information allowing him to position as the professional psychologically competently, structurally build communicative contacts with clients, colleagues and a higher management, to defend the point of view at a positive level, to use a profession for satisfaction of needs of personal growth and development, etc. This block of psychological competence passes to a personal level due to manager's development of skills of self-diagnostics, self-knowledge, self-creativity, individual experience expansion of construction of interpersonal interaction;

2) "I - professional employment". This block of psychological competence of staff manager consists in his mastering of the most qualitative fulfilment of all substantial steps of professional hiring of an employee on work. According to the contents of this given block development of psychological competence of manager is based on his mastering of skills making the most exact psychological portrait of the expert demanded for activity on a concrete workplace, and also competent realization of psychological selection procedure, including selection of psychological set of tools, realization of psychological inspection, processing and interpretation of psychodiagnostics results, decision of the candidate's acceptance / non-acceptance on work;

3) "I - a candidate on a work vacancy". This block of psychological competence of stuff manager is connected with his mastering of a complex of knowledge of an individual and psychological originality of people, laws of social, professional and business behaviour, knowledge of potential of communicative, interactive and socio-

perceptual levels of interaction with the candidate on work; with development of skills of attraction suitable for employment of a work vacancy candidates and their convince in attractiveness of offered vacancy. This given block of psychological competence is formed not only due to manager's expansion of volume of the psychological knowledge in the designated subject domains, but also by means of mastering of a corresponding circle of skills on the basis of participation in psychological trainings of communicativeness.

By results of psychological inspection of managers with different level of psychological competence on the basis of use of a complex techniques of psychodiagnostics there have been constructed their psychological portraits. We established that at a high level of psychological competence there prevails a strategy of employees' hiring on work based on observance of "neutral objectivity", orientation on objective qualities of the candidate and granting him the information before the beginning of professional hiring procedure. At an average level of psychological competence there prevail strategies of employees' hiring on work, based on orientation on objective qualities of the candidate while granting him the information before and during the procedure of professional hiring. At a low level of psychological competence there prevail strategies of behaviour based on achievement of psychological "shock" of the candidate on a vacant workplace, orientation on his subjective qualities and granting him the information after procedure of professional hiring.

The basic components of staff manager's psychological competence, determining strategies of his behaviour at employees hiring on work are: communicative and autopsychological competence and manager's ability for mental status self-control. At hiring employees on work the leading part in the communicative competence belongs to manager's readiness to fulfilment of corresponding type of interaction, flexibility in dialogue, to a level of sociability, an openness, contact and abilities for neutralization of shyness. In structure of autopsychological competence the main thing is self-understanding, autosympathy, spontaneity, confidence in people, creativity. In ability for self-control the leading part belongs to emotional lability, steadiness, organizing turns, closeness to spontaneous aggression and irritability.

The Literature
1. Bodrov V.A. Psychology of professional suitability. Manual for high schools. – M.: PER SE, 2001. – 511 p.
2. Klimov E.A. Psychology of the professional. – M, 1996. – 168 p.
3. Tarasov V.K. Staff technology: selection and preparation of managers. – L., 1989.
4. Nikiforov G.S. Psychology of management. – 2 edition. – Kharkov: the Humanitarian center, 2002. – 556 p.
5. Nikiforov R.O. Recruiting business in Russia. – M.: PAIMS, 2001. – 351 p.

Nimanihina O.I.

Parameters' dynamics of psychological health of children of senior preschool age in conditions of PEE educational process

The author analyses the notion of psychological health, provides results of empirical research of psychological health of senior preschool children, criteria of psychological health of children and parents are discovered. The changes of psychological health of children and parents appeared after athour's complex program are described in the article.

Key words*: psychological health, psychological state, interrelation of changes in health of children and adults.*

Now psychological health is considered more integrated in comparison with mental health as the characteristic of a person. The concept "psychological health" is defined as a status of balance between person and external world, adequacy of his reactions on social environment, and also on physical, biological and mental influences, as a status of harmony between him and surrounding people, coordination of subject's ideas about objective reality with ideas of other people, as person's ability for realize and use adequate ways of self-realization, self-trust, confidence in another and the world [4].

Comparing with other age periods, in the childhood problems of psychological health are expressed in their dependence on surrounding conditions. The children's age is characterized by high vulnerability on environmental influences and bringing up adults [2].

Stresses of adults' lives, their employment mainly with work, fragmentariness of parental role performance leads to growth of disturbances of psychological health among children. Health of a child is also negatively influenced by loadings of early training of preschool children that is quite often accompanied with aspiration of adults to give them knowledge as much as possible [1].

During 2003-2007 years in PEE №273, №291, №24, №34 of Rostov-on-Don and №1 of Volgodonsk, there were made experimental researches directed on development of psychological health of children of the senior preschool age in conditions of educational process on the basis of the complex author's program.

Data of the experimental research have allowed to reveal criteria of psychological health of children of senior preschool age, namely: a positive self-estimation; fullness of mental images; high parameters of cogitative activity and developed imagination; emotional stability (normative anxiety, ability for emotional decentration); ability for self-regulation and self-control; activity; positively painted "I" image of the child, satisfaction in the social status; integrity in a social context, satisfaction in communication, skill of coming into contacts to with contemporaries and enviroment.

Results of experimental research also show, that parameters' dynamics of psychological health of senior preschool children in certain measure is determined by influence of subjective characteristics of parents and bringing up adults.

A level of psychological health of parents and bringing up adults influences on parameters' dynamics of psychological health of children of senior preschool age during their interactions.

Now it is admitted the necessity of focus moving of scientific researches to studying of those factors which protect children the stress connected with destructive measures of adults' influence for prevention of psychological disturbances. It has served as a premise for creation of a complex author's program of psychological health development of the senior preschool children in conditions of PEE educational process [3].

The program is presented by a system of interconnected modules "Children", "Parents", "Bringing up adults" what provides positive dynamics of strengthening of children's psychological health.

For carrying out the forming experiment there were formed control group (110 children) in total with bringing up adults (50 person) and parents (110 mothers), and experimental group (113 children) in total with bringing up adults (57 person) and parents (113 mothers).

Diagnostics of children was spent in following directions: research of a level of anxiety and self-estimation, manifestation of aggressive tendencies, a level of nonverbal intelligence, measurement of social competence, a positive "I" image, a level of self-control, diagnostics of parents and bringing up adults – research of interpersonal relations, measurement of social competence, diagnostics of socio-psychological adaptation, analysis of socio-psychological structure of personality of teachers and bringing up adults, a level of subjective control, diagnostics of socio-psychological adaptation, diagnostics of pedagogical communication style, a level of anxiety and self-estimation.

After carrying out of approbation of the complex author's program there was repeated the research of significant characteristics of psychological health of pupils and personal features of bringing up adults with the purpose of definition of a degree of occurred changes in researched characteristics and there has been undertaken a definitions of efficiency degree of the offered program.

After carrying out of experiment the analysis of a psychological status of defined groups shows, that in experimental group of children there were following changes: the level of anxiety has decreased (18 %), the level of aggression has decreased (21 %), the level of nonverbal intelligence (23 %), the level of self-estimation (24 %), the level of social competence (18 %), the positive image "I" (27 %), the level of self-control (18 %) have increased. In experimental group of bringing up adults there were following changes of researched characteristics: the level of socio-psychological adaptation of bringing up adult's personality has increased (21 %), the group of emotionally safe adults in experimental group has increased (19 %), it is observed growth of internality, especially in sphere of industrial mutual relations (17 %). There have increased such

socio-psychological characteristics as: the orientation (11 %) and stability of value orientations (9 %), values of self-confidence (21 %), independence (19 %).

Results of approbation prove efficiency of application of the complex author's program covering children, their parents and bringing up adults as subjects of support and development, what is shown in significant and authentic positive dynamics of results in experimental group.

Results of research have shown the necessity of use of the complex program in conditions of PEE educational process as the factor of providing of psychological health of the senior preschool children which is constructed on special algorithm of stage conformity and specificity of children's development at the given age stage.

Thus, there is a coherence and interdependence of changes in characteristics of psychological health of bringing up adults and children of the senior preschool age that is explained by age psychological features of children and subjective characteristics of bringing up adults.

The Literature

1. Bleyher V.M., Kruk I.V. Practical pathopsychology. – Rostov-on-Don, 1996. – 448 p.
2. Venger L.A. Practical psychodiagnostics for preschool children. – SPb., 1991. – 25 p.
3. Working book of the school psychologist // under Dubrovina I.V. – M., 1995. – 387 p.
4. Huhlaeva O.V. Correction of disturbances of psychological health of preschool children and younger preschool children. – M, 2003. – P. 3.

Pecherskaya N. M.

Narrative aspect of influence of evangelistic sermon on Christ on origin and development of biblical psychology

The author considers the influence of evangelistic sermon on Christ on origin and development of biblical psychology. The narrative aspect of phenomenon was discovered and it facilitates the appeal towards spiritual constructs of Christ personality and compare them with periods existing in the history of psychology

Key words*: psychologization of ideal personality, anthological types of evangelistic narrative.*

Unquestionable fact of influence of Christianity in its European variant on understanding of personal approach to a person becomes obvious to humanists and not only of religious orientation. Meanwhile, this statement being considered as the axiom somewhat limits any concrete definition of empirical researches in this direction. As the aim we put an examination of cultural and historical dynamic of influence of evangelistic sermon on Christ on origin and development of biblical psychology. Breadth of the problem we concretize in object and subject. As the object there served biblical, theological, philosophical and scientific texts, including psychological texts. There a character of genre is guessed, from folklore of the early evangelistic literature, apocryphas to philosophical and rhetorical and scientifically empirical genre. As the subject we have selected the narrative image of the personality of Jesus Christ as it exists in evangelistic sermon and as later on, appearing in the form of initial elements of dictionary of biblical psychology in the complex of sources of the period between I century and the beginning of IV century, develops in the complex of sources of the period between XIX and the beginning XXI centuries. Now the narrative approach to the sermon on Our Savior is admitted by theologians and psychologists. It allows us to fix transformation of thinking of an individual within the limits of a narratilogical resource where cultural and historical dynamics of model constructing of personality of Jesus Christ as the ideal, nonideal, historical, mythological and also psychological personality is reflected.

In our terminology it means to realize one of empirical aims of research, that is construction of ontological typology of evangelistic narrative in view of concept of written mentality of personality of V.A. Shkuratov and narradigmal regularity of development of individual narratives developed within it [1]. However, before coming to such conclusion it was made a description of scientific and religious comparisons in contemporary science. In our opinion in conformity with psychology there are four of them. 1. Value - free objectivistic science doesn't come into contact with religion directly. In native psychology such example is given in carefully and correctly con-

structed work «Psychology of sense» by D.A. Leontyev where the author managed to avoid any mention of religious contents even in theological works. He defined one of the mechanisms of generation of senses as the process of identification. "Comprehension of self by orthodox, for example …, puts the person face to face with the system of senses produced by corresponding social group" [2, p. 135]. 2. Secular discipline of psychology of religious person describes its subject in terms of objective measurements, for example, religious activity, as psychological construct which is based on four types of religious motivating [3, p. 65]. 3. Non-confessional interpretations try to use the concept of spirituality as the bridge between two, it would seem no joinable, coasts. On the one hand they "overcome" the Old Testament concreteness of Spirit as the breath of the God (Genesis, 2, 7), the theological dogmatics of Spirit Sacred as the persons of Trinity; on the other hand the transcendental component of sense of space consciousness (A. Maslow) or aspirations for sacrificing oneself for the sake of others (E. Fromm) is increased. In native psychology they are inclined to identify spirituality with values of culture and creativity (A.A. Dergatch, E.V. Sokolov). 4. In confessionally oriented science we have made comparison of orthodox (L.F. Shehovtsova, F. Vasilyuk,), catholical (Z. Danielu, J. Martinetti) and protestant (L. Stanton, R. Bultman) strategies in psychology.

Psychography of Jesus Christ definitely but ambiguously depends on the strategies that we have represented. According to the criteria of truth in definition of his personality three main models were noted (orthodox – ecumenical councils; historical – E. Renan; mythological – R. Bultman). Opinion of E. Renan and B. Bauer of fictionally narrative character of our knowledge of Jesus Christ has allowed us to define the evangelistic narrative as the object of research and to analyze its structure, basing on narratological (G. Potter, M. Waterell), social and constructive (G. Brunner, K. Gergen), narrative and semiotic (H. Hermans, M. Bal), religious and philosophical (L.I. Vasilenko), historical (K. Armstrong), theological (I. Rattsinger, O. Antonini, S. Gondetsky) works.

Empirically it has been revealed the narrative aspect of the evangelistic sermon on Christ in four texts of gospels (Mark, Matthew, Luke, John) and regularity of occurrence of initial elements of the thesaurus of biblical psychology in prescientific period of history of psychology under influence of the sermon (Clement Roman, Tertullian, Clement Alexandria). Concrete definition of the personality of Christ is achieved due to attempts of structuring it, as consisting of heaven and human nature (Origen). A Council of 325 year textually narrows psychologization of the ideal personality up to a "Godman" symbol which getting the official status of a church dogma for divinity loses the psychological nuances.

Scientific centrism of 17th century forms regularity of differentiation of religious idea in separate areas of scientific knowledge, including psychological, by returning to evangelistic narrative the status of object of research. Psychohistory of the evangelistic narradigm is situated in the system of developed tendencies of hermeneutic development which were determined by the history of philosophical hermeneutics (M. Luter, E. Rotterdamsky, F. Shleiermaher, V. Diltey). Besides, liberalistic requirements

of adapting of religious ideas to modern culture were leading in Christian idea of XIX-XX centuries. By century interest to the personality of Jesus as the person was connected with occurrence of image of the person in European culture. There appeared an artificial figure of "historical Jesus" as perfect person, teacher of morals; divine force of the world operated in him. The sin starts to be interpreted as morbidness, ignorance, therefore, from affair of rescue religion turns to therapy, as means of moral education. In the middle of XIX century studying of the heaven and human sample of human nature within the limits of unconscious (anbewusste) and conscious (bewusste) demanded understanding of nature of the Godman (F.D. Delich). In second half of XIX century with appearance of F. Nitsshe's doctrine the person of Christ was defined in terms of pathology and degeneration (H. Werner). From the end of XIX century an adaptation of categorical apparatus of psychology to problems of hermeneutic in western theology takes place. Change of scientific and religious idea of the person in humanism and psychoanalysis caused by two world wars promoted usage of evangelistic narration (Z. Freud, K. Jung, E. Fromm, S. Sneiders, etc.). In eastern sacral tradition the maximum canonicity of Orthodox Church on background of ideology of atheism, the influence of the sermon on Christ transferred traditions in sphere of Russian literature (F.M. Dostoevsky, I.S. Turgenev). Being activated as much as possible in pre-revolutionary Russia, this type carried out certain mediatorial functions in mastering humanitarian attributes of the evangelistic narradigm, causing enthusiastic responses all over the world.

The Literature

1. Shkuratov V.A. Historical psychology. – Rostov-on-Don: "Gorod N", 1994.
2. Leontyev D.A. Psychology of sense. Nature and structure of semantic reality. – M.: "Smisl", 1999.
3. Vasilyuk F. Experience and pray. – M.: "Smisl", 2005
4. James W. Will to belief. M.: "Respublika", 1997.

Pogontseva D.V.

Representations of modern youth about external beauty of the woman

In given clause the problem of modern representations about external beauty of women rises. The analysis of descriptions of external beauty of the woman by student's youth of Rostov-on-Don is lead. The basic characteristics of the description of female beauty are allocated.

Keywords: *external beauty, proportions, symmetry, hair, eyes, representations.*

Recently even more often scientists of various fields of knowledge the problem of studying of representations about ideal appearance and beauty that fitness-centers, спа-interiors is dictated by active development of advertising of cosmetic means, plastic operations rises. Each second advertising shows modern « ideals of beauty », standards to which it is necessary to aspire. It is necessary as to emphasize, that in the given context we speak about an aesthetic ideal, as about an image of « due beauty » which exists in consciousness of the person, being « the maximum subjective criterion of the aesthetic attitude to the validity in its all kinds » [2, 8].

In turn the external shape is construct which is multi-semantic, aim-semantic formation which interpretation is influenced by all complex of characteristics of a situation of the dialogue which has been built in defined socio-cultural a context. V.A. Labunskaja [1] specifies that appearance of the person is defined as set steady (individually-constitutional characteristics of the person), среднеустойчивых (appearance registration: hairdress, cosmetics, ornaments, clothes) and dynamic parametres of expression (expressional, nonverbal behaviour), which are in existential structures and psychophysiological on process psychophysiological, psychological and socially-psychological components of structure of the person the world. Thus, it is possible to note, that modern « the industry of beauty » influences not only changes not-static and dynamic parameters, but also actively influences steady parameters (a figure, a constitution).

What evidently to confirm the given assumption, we have lifted a question on representations of modern youth on external beauty. Moreover we can assume, what exactly the youth becomes a retransmitter of those representations about « ideal appearance » which exist in modern advertising and mass-media. The majority of authors L. Kirkvud, T. Lechti, D. Sing and others considered various aspects of influence of mass-media on the attitude of people to, own body and beauty as a whole. However in Russia the given aspect remained are don't popular in sciense.

For consideration of representations of modern youth about external beauty of the woman, we had been interrogated students of various high schools of Rostov-on-Don (SFU, DGTU, RGSU). 134 young persons and 207 girls have taken part in research, in the age of from 16 till 25 years 341человек, from them. Students were

offered to give the free description of externally beautiful woman. All the received results have been subjected to the frequency analysis then ranged and analysed. In given clause, it would be desirable to allocate some conclusions.

From 341 persons 14 person have not given the answer (7 girls and 7 young men), for absence of the answer as answers «all women were considered are beautiful» and «such as my girl/mum/grandmother». Thus, in the further answers 327 person were analyzed. In total it has been named 1498 positions describing various aspects of appearance of « the beautiful woman ». Thus young men gave less quantity of answers, on the average 3,96; while girls on the average gave 4,97 variants.

We had been allocated three most often repeating characteristics: hair (twisted, long, healthy, fluffy, short, dark, light); figures (good, correct, «guitar», «sand-glass», harmonous); an eye (greater, expressive, almond-shaped, color) (data are presented in table 1).

Table 1

Frequency of a choice of characteristics of external shape

	Hair %	Figure %	Eyes %
F	65	61	47
M	61	50	32
F+M/2	63	55	41

Thus, we can note three most significant characteristics in the description of appearance of the beautiful woman: these are hair, a figure and eyes. It is necessary as to underline that the majority of advertising messages is contained by these characteristics, however on a level with it the given characteristics, precisely also are described and in fairy tales, both Russian, and the people of Europe. It is interesting to notice that the same respondents specified that outwardly beautiful woman should possess proportions 90-60-90 (9) and thus to have a narrow waist (7 of 9). Thus, it is possible to say confidently that the given proportions «are taken» from mass-media and advertising, thus respondents do not represent, how these proportions look. Thus, we can say that youth репрезентирует the stereotypes existing in a society and advertising. Other characteristics met much less often, however, considering that the question was opened, such frequency of a choice is significant and indicative. Moreover, if to take into consideration more rare answers, probably, to construct a certain image which exists in consciousness of modern youth. It is high or average growth (72 answers) the girl, with a symmetric/proportional constitution (50), with long hair (78), with dark hair (50), well-groomed (77), with the big eyes (39), with «a modelling» or sports figure (30). However to define sources of occurrence of the given representations very difficult. It is possible to assume that the modern youth synthesised the knowledge received from fairy tales and Russian folklore, on the one hand. And the knowledge received from modern advertising and mass-media, on the other hand.

The Literature

1. Labunskaya V.A. Ekspressiya of the person: dialogue and interpersonal knowledge. – Rostov-on-Don: the Phoenix, 1999. – 608 p.
2. Stolovich L.N. Categor fine and a public ideal. M.: Publishing house Art, 1969.
3. Kirkwood L. An Artist's Perspective on Body Image, the Media, and Contemporary Society // Journal of Nutrition Education and Behavior Volume 37, Supplement 2, November-December 2005, Pages S125-S132.
4. Liechty T. Body image and beliefs about appearance: maternal influences and resulting constraints on leisure of college-age women //A thesis submitted to the faculty of Brigham Young University in partial fulfillment of the requirements for the degree of Master of Science, Department of Recreation Management and Youth Leadership Brigham Young University, April 2004.
5. *Singh D. An evolutionary theory of female physical attractiveness // Psi Chi* Vol. 10, No. 3, pp. 18-19, 28-31.

Information on the order of presentation of publication

Submit of publishing material procedure

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

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

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

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

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

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

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